# Educational Master Plan for Glendale Community College District as Introduced in the Year 2010

*Adopted by the GCCD Board of Trustees, June 28, 2010*

# Educational Master Plan

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## Abbreviations and Definitions

| | |
|---|---|
| 4Cs | Campus Computer Coordinating Committee |
| AA | Associate of Arts degree |
| ABE | Adult Basic Education |
| AQMD | Air Quality Management District |
| ARRA | American Recovery and Reinvestment Act |
| AS | Associate of Science degree |
| ASGCC | Associated Students of Glendale Community College |
| BA | Bachelor of Arts degree |
| BS | Bachelor of Science degree |
| CADDE | California Association of Alcohol and Drug Educators |
| CCCAOE | California Community College Association of Occupational Educators |
| CCD | Community College District |
| CSU-LA | California State University Los Angeles |
| CSUN | California State University Northridge |
| CTE | Career Technical Education |
| DSL | Developmental Skills Lab |
| EMP | Educational Master Plan |
| EMT | Emergency Medical Technician |
| ENCORE | ENCORE is a program run by and for seniors and is associated with the Elderhostel Institute Network. |

| | |
|---|---|
| EOPS | Extended Opportunity Program and Services |
| ESL | English-as-a-Second-Language |
| EWD | Economic & Workforce Development |
| FTE | Full-time equivalent |
| FTEF | Full-time Equivalent Faculty |
| FTES | Full-time Equivalent Student |
| GAIN | Greater Avenues for Independence - The GAIN program provides employment-related services to CalWORKs participants to help them find employment, stay employed, and move on to higher paying jobs, which will ultimately lead to self-sufficiency and independence. |
| GCC | Glendale Community College |
| GCCD | Glendale Community College District |
| GED | General Educational Development Test |
| GR | General Relief |
| GWP | Glendale Water and Power |
| JPL | Jet Propulsion Laboratory |
| JTPA | Job Training Partnership Act – JTPA is a U.S. Department of Labor program designed to improve the employment status of disadvantaged young adults, dislocated workers, and individuals facing barriers to employment. Program components include on-the-job training, job search assistance, basic education, and work experience, and improving participants' occupational skills. |
| LACC | Los Angeles City College |
| LACCD | Los Angeles Community College District |
| LEED | Leadership in Energy and Environmental Design is a U.S. Green Building Council accreditation registration |
| LLS | Lifelong Learning Seminars |

| | |
|---|---|
| MPC | Master Planning Committee |
| NASA | National Aeronautics and Space Administration |
| NSF | National Science Foundation |
| PCC | Pasadena City College |
| PDA | Positive Daily Attendance |
| PDC | Professional Development Center |
| POD | Point of Distribution |
| PRC | Planning Resource Committee |
| RCA | Refuge Cash Assistance |
| SEP | Student Education Plans |
| SIRI | Student Independent Research Intern program – SIRI is a program facilitated by JPL to provide students with real-life work experience as part of their education |
| SLO | Student Learning Outcomes |
| SMP | Strategic Master Plan |
| SWOT | Strengths, Weaknesses, Opportunities, and Threats |
| TAG | Transfer Admission Guarantee |
| USGBC | U.S. Green Building Council |
| VESL | Vocational English-as-a-Second-Language |
| VJC | Verdugo Jobs Center |
| VWIB | Verdugo Workforce Investment Board |
| WSCH | Weekly Student Contact Hours |

# I. Executive Summary

# Educational Master Plan:
## Executive Summary

## Overview

Glendale Community College District (GCCD) is a single college district, serving the community and students at multiple locations:

- GCCD's historic main campus (Verdugo Campus)
- Garfield Educational Center (Garfield Campus), offering adult and continuing education courses and specialized job training programs
- Professional Development Center (PDC), including free state-funded workforce training and contract education for businesses
- Community Services Education offerings delivered in various community and high school locations

GCCD's total enrollment is approximately 40,000 students: 25,000 are day and evening credit students and 15,000 attend noncredit adult education programs, job training programs, and contract instruction programs.

## Purpose

The Educational Master Plan (EMP) was developed with the thoughtful, constructive, and invaluable input of the Board of Trustees, faculty members, administrators, managers, classified staff members, students, and members of the community.

The Education Master Plan (EMP) establishes a framework for serving GCCD students, taking into consideration the major demographic, economic, and educational issues facing the greater Glendale area. The Plan was developed through:

- Consultation with GCCD's leadership
- Input from 2,140 residents, businesses, community leaders, educators, and government agencies via an online survey
- A Community Leadership Forum for additional qualitative input
- Interviews and focus groups with 164 GCCD Board members, students, administrators, faculty members, and classified staff
- Extensive review of GCCD documents, demographic data, and research
- Internal analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT)
- Involvement of more than 80 GCCD constituents at a retreat and in work sessions, focusing on GCCD's challenges and strategic priorities

GCCD also offers programs at Roosevelt Middle School, City of Glendale's Recreation Center, and other locations in the cities of Montrose and La Crescenta.

GCCD enrolls 40,000 students

GCCD welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles.

Individuals of Armenian descent are a significant ethnic group in the Glendale service area. GCCD also serves a large number of persons of Latino, Asian, and western-European descent.

## GCCD Strengths and Accomplishments

GCCD has extensive accomplishments and strengths to build on; a few are mentioned here and elaborated further on in the EMP:

**Valued Community Resource**

***The community and business leaders rate GCCD highly in the programs and services it provides.*** On the basis of the community survey, conducted in Fall 2009 with more than 2,140 survey respondents, GCCD received high ratings on its programs and services. On a four-point scale (Agree (4) versus Disagree (1)), the community respondents rated 75% (15/20) of the statements at or above 3.7. There were at least 1,099 responses per statement. The highest rating was regarding: "GCCD welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles."

**Academic Excellence**

***GCCD has a long-standing track record in student transfers to four-year institutions.*** GCCD transfers more students to the University of California than any other community college in the San Fernando Valley. When the California Community Colleges System Office conducted a transfer rate study, GCCD had the highest transfer rate among comparably sized colleges, as well as, Region 7 colleges.

GCCD is committed to providing a rich and diverse curriculum for all students, whether they intend to transfer or not.

***GCCD has many award-winning programs,*** including its college journal and newspaper, speech and debate team, journalism program, Lifelong Learning Seminars (LLS) (Garfield Campus), Glendale College Foundation, its joint programs with the Verdugo Workforce Investment Board (VWIB) and Glendale Water and Power (GWP), and Alcohol Drug Studies Program, among others.

***GCCD students have unique learning opportunities.*** GCCD has a large Scholars program with a Science Academy for transfer students and offers National Science Foundation (NSF)-funded scholarships for needy students in both science and mathematics. GCCD has placed more students in the prestigious NASA/JPL Student Independent Research Intern (SIRI) program than all other community colleges combined.

***GCCD's Garfield Campus serves an important segment of the community through its noncredit program offerings.*** The Garfield Campus has implemented certificate programs in English-as-a-Second Language (ESL), Business, and Adult Basic Education (ABE). The Campus has created and published English grammar guides in five languages to assist ESL students in their comprehension of English grammar and filmed GED vignettes of basic math and English concepts that will be posted on a pilot GCCD I-University site. The Campus actively reaches out to their community through focus groups, brochures about their continuing education certificate programs, and their online Garfield Campus orientation video.

***GCCD designs special programs to support student success***, such as the Math At-Risk Intervention program, and ***collaborates with area educators.*** GCCD continually enhances faculty and staff skills and student success, through such efforts as the English Collaborative and Math Collaborative projects.

**Workforce/ Economic Development**

***The PDC is committed to providing excellent workforce training.*** More than 24,000 workers from more than 3,600 California companies have taken advantage of PDC training programs. Of the more than 3,600 employers served, 85% have been small businesses with less than 250 employees; 50% have had fewer than 50 employees. Employees report more job satisfaction, coupled with increased accuracy, speed, and overall job output. Customers report increased productivity, efficiency, and employee morale; 90% of PDC business comes from repeat customers.

***GCCD has partnered with the community, government agencies, and other educational institutions to offer innovative Career Technical Education (CTE) programs.*** GCCD partnered with the VWIB and GWP to create the Verdugo Power Academy, a new training program for primarily dislocated workers and low income adults interested in working in the power industry. The Nursing Program affiliates with four universities and their master degrees in Nursing programs to offer graduate students a location in which to work with our experienced educators to complete their experiential requirements. Local hospitals have offered to hire GCCD nursing student graduates first. The Emergency Medical Technician program consistently has National Registry pass rates, which exceed the regional, state, and national pass rates. The Verdugo Fire Academy is a California State Board of Fire Services and California State Fire Marshal's regional certified academy. GCCD's PACE program with California State University Northridge (CSUN) and the Los Angeles County Assessors offers an AA degree in Business and a BA degree in Public Service for current employees.

**Student Services**

***Student Services is committed to providing students with the support necessary to persist and be successful at GCCD and beyond***, including the Academic, Career, and Disabled Student Counselors; Extended Opportunity Program and Services (EOPS); Matriculation Outcomes Study; Student Employment Program; and Assessment Center, among others.

**Diversity**

***GCCD benefits from its international and diverse student body.*** GCCD was cited in the "Institute for International Education Open Doors" report as ranking 40th nationwide in community college international student enrollments.

**Facilities**

***GCCD has implemented a number of changes to improve facilities performance, delivery, and security.*** Facilities now manages Large Construction projects to ensure that facilities staff have greater involvement throughout the construction process, improving process efficiency and the final product

***GCCD is committed to being an environmentally responsible enterprise.*** The GCCD Board of Trustees has committed to all new construction meeting LEED Standards from the U.S. Green Building Council (USGBC). Air quality testing has been performed on many buildings and met State and Federal standards. All new buildings on campus incorporate reclaimed water for use in toilets. Approximately 90% of the campus landscape is watered with reclaimed water. All campus buildings incorporate waterless urinals. GCCD has taken further steps to decrease energy consumption, such as the installation of photovoltaic panel arrays in the roofs of the Cimmarusti Science Center and the parking garage, intelligent power monitoring system to cap annual energy consumption, and use of "green" cleaning products.

***The Verdugo Campus is a beautiful setting with state-of-the-art facilities.*** GCCD's historic "main campus" is a beautiful setting nestled in the Verdugo Mountains with spectacular views, open spaces, and Spanish/Mediterranean style architecture. Some of its campus centerpieces are the New Health Sciences Building, Art Gallery, Planetarium, and Library. The Planetarium, an important community resource, is the most advanced college digital-planetarium in the world.

***GCCD is modernizing its Garfield Campus.*** GCCD secured Measure G Infrastructure funds to build a new 42,000 square-foot Garfield Education Center building, providing upgraded facilities and classroom space, additional parking, library space, and other resources. Project completion is scheduled for Fall 2011.

## GCCD Challenges and Opportunities

Despite the area's innovative business environment, energetic workforce, and diverse population, our current economic times are trying for many. During recessions, many turn to community colleges to help them refresh their work skills, pursue new careers, or gain their education degrees. During the same times, community colleges face fiscal constraints, making it difficult to serve these expanded demands.

**Demographic Changes**

In the short-term, the current recession and the downward pressure from universities result in growing demand, which the State budget will probably not fund adequately for a while. Farther out, the declining number of students in our major feeder schools and the developments at Los Angeles Community College District (LACCD) particularly its Van de Kamp Campus, will mean increased competition. Overall, we may have some growth in the short term, but once the recession is over and unemployment abates, it will be more difficult to maintain such a high demand. Although GCCD is currently at cap, contract education and Community Services Education offerings can grow.

**The World and State Economy**

With the combination of a slow economic recovery, high unemployment, and California budget issues, California state revenues will be limited for the foreseeable future. New industries, and therefore new training needs, will develop. Continual and rapid globalization will continue to affect what the community and students need, the delivery methods that they require, and the timeline by which they need to achieve their goals.

**Our Community**

Our community will continue to require increased communication and collaboration with GCCD. This open-dialogue will provide a platform for GCCD to better serve our community.

**Students**

A diverse population of students with an array of life experiences, preparedness skills, needs, and goals will continue to come to GCCD. Student needs and choices are evolving quickly and GCCD needs to proactively address these changes. With the growth of online learning, students have more choices and are becoming more proactive in their educational choices. Students desire more collaborative and experiential forms of learning. GCCD needs to provide the necessary programs and services for successful outcomes. Accountability to measure student success will continue and increase (for noncredit and credit students alike).

Community college students are price sensitive. Any unanticipated costs can become barriers to attending college. GCCD will have a larger percent of its student population enrolling who have become recently unemployed or are under-employed. GCCD's recent decline in international and non-resident students may continue unless GCCD undertakes special efforts to attract them, given the world economy.

**Garfield Campus**

The Garfield Campus students are an important pipeline of students to the Verdugo Campus and credit programs. The Adams and Chevy Chase business communities are receptive to partnering with the Garfield Campus for increased economic development of the area.

**Technology**

Instructional Technology should be targeted and well-designed to meet the growing needs of instructors and their students. Learning today also takes place outside the traditional boundaries of the classroom, including through the Internet and social networks. This necessitates a continuous reassessment and realignment of GCCD's instructional technology, learning spaces, and support technology in all areas of student life. GCCD will also benefit from targeted and strategic Information Technology processes and administration.

**Environment**

Climate concerns, evolving energy needs, and alternative means of providing energy will continue to evolve. The need to minimize energy use and the waste of resources will affect how GCCD operates.

## Strategic Themes and GCCD Culture

Many describe GCCD as "one of the best kept secrets in Glendale" and yet our community recognizes us as a jewel of the greater Glendale area. As such, we need to make ourselves better known for our many facets. Recognizing the importance of learning, GCCD is unique among many community colleges within the State of California in terms of our combined commitment to transfer students, CTE students, and credit and non-credit students alike. The strategic themes that emerge from the strategic priorities and directions, outlined in this EMP, are our commitments to four "jewel" facets:

- ***Collaboration and mutual respect*** – We are one community college district that celebrates our diversity and breadth of offerings. We treat each other with respect and value each other's contributions. In going forward, we emphasize increased collaboration and communication – internally (across disciplines, services, and campuses) and externally (with the community, governmental agencies, other educational enterprises, and local businesses).

- ***Creativity and innovation in teaching-learning*** – GCCD delivers a depth and breadth of quality courses and services that stand out among our peers in terms of Student Learning Outcomes and students' educational goals. Our students come from a wide array of life experiences with broad interests, from English-as-a-Second Language, to career development, and transfer to a four-year institution. Similarly, they learn in different ways. We do not pursue technology for the mere pursuit of the latest technological gimmicks but instead focus on the application of innovative teaching-learning strategies (that include technology) to best meet our students' optimal learning modalities. Technology enhances, not supplants, teaching. Therefore, we're committed to hybrid and online courses, distance learning, use of social networks for learning, and new ways for teaching when proven successful.

- ***Constructive and empirically based decision-making –*** Realizing that all decision-making has a qualitative or judgment aspect and acknowledging that data have limitations, we want, wherever possible, to base our decision-making on available facts and information. We engage the greater GCCD community collegially in providing input to our decision-making and governance processes. We will make decisions based on what is best for our students and community served.

- ***Continuity and seamlessness*** – GCCD encourages seamless programs and services between the Verdugo Campus and Garfield Campus, credit and noncredit programs, basic skills and core curriculum, and across services. Regardless of one's origins – whether a graduating high school student, a drop-out, a resident, a business, or an immigrant – GCCD has offerings that will meet these diverse learning needs today and into the future.

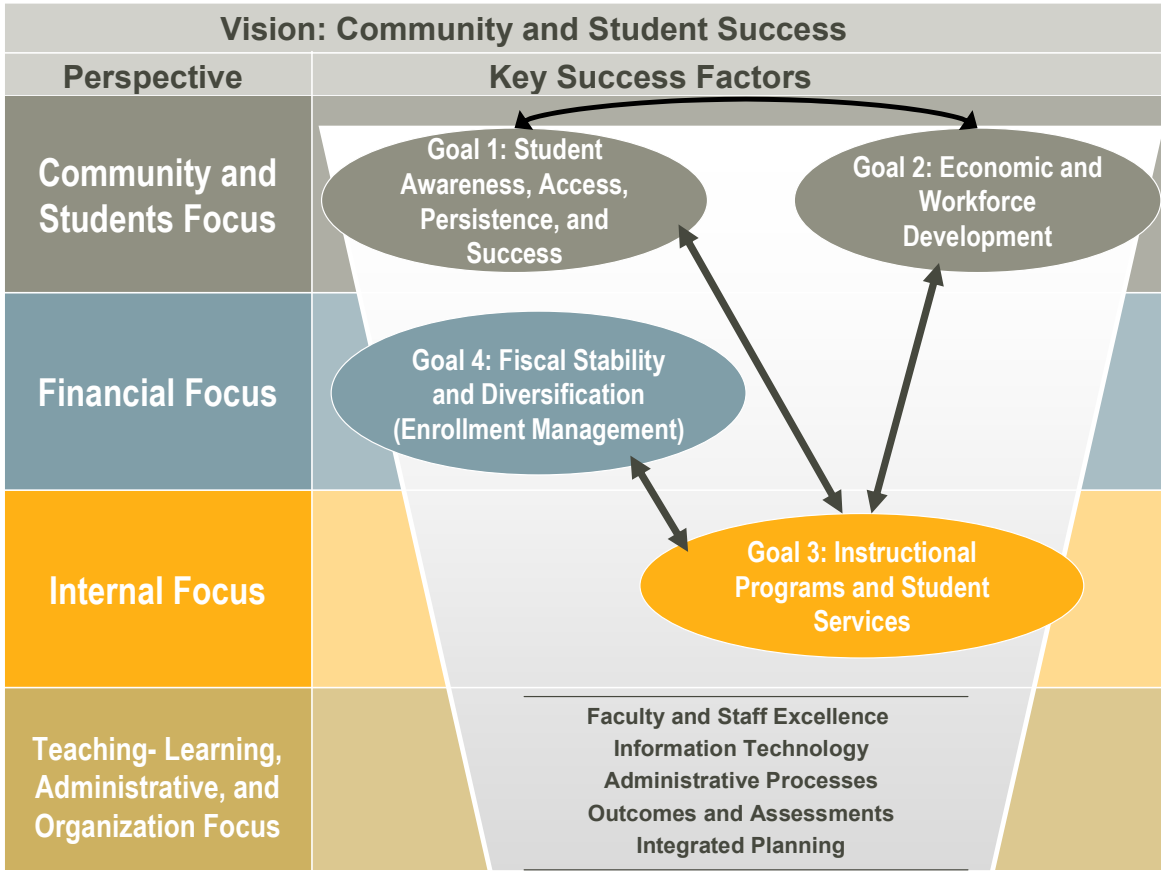
  Given the increasing costs of colleges and universities, GCCD provides students with an inexpensive way to complete the first two years of college. GCCD's programs are excellent and affordable programs and readily matriculate with four-year institutions' offerings.

These commitments will shape how we interact with each other and form a framework for our future college culture.

## Strategic Goal Highlights

The EMP provides a road map for improving student awareness, access, persistence, and success, coupled with economic and workforce development for the community. These outcomes will be achieved by building on our strengths; making our student services, curriculum, and programs more seamless; and increasing our collaboration with the community and businesses. We will also focus on maximizing our available resources and diversifying our revenue sources so that we can continue to deliver quality programs to our community and students. Finally, we will ensure we develop our faculty and staff to achieve these strategic goals, streamline our administrative processes, provide needed information technology to support these strategic directions, integrate our planning activities, and hold ourselves accountable for the outcomes.

The EMP presents clear strategies and action plans for enabling GCCD to monitor progress toward the achievement of each strategic goal.



## *Strategic Goal 1: Students Awareness, Access, Persistence, and Success*

GCCD is a viable and affordable college option for many – whether planning on transferring to a four-year institution, obtaining a certificate for furthering one's career, desiring better skills to perform in the workplace or our community, or interested in life-long learning and enrichment experiences. Student interest in attending college is often formed in elementary school. Once in high school, students opt to take college preparation classes if they plan to attend college. GCCD also serves students who are not high school graduates but still benefit from a community college education as adult learners, workforce participants, and unskilled or under-skilled workers.

The strategies in Strategic Goal 1 are inter-related and follow the progression of a student's GCCD experience – awareness of GCC, access to GCC, persistence while at GCC, and success in meeting their educational goals while at GCC, in their subsequent education, and in their work. The diversity of GCCD's students is vast – coming from a wide array of life experiences and looking to achieve a variety of goals. GCCD embraces that diversity and strives to provide the services and seamless support necessary for all GCCD students to be successful. Successful students are those who persist to reach their educational goals. The students that GCCD serves include:

- Traditional Credit students – recent high school graduates seeking an associates degree, CTE certificate, or transfer status
- Non-Traditional Credit students – high school drop-outs desiring their GED, adults seeking workforce training, seniors interested in life-long learning and enrichment experiences, and residents wanting to learn English as a second (or even third) language
- Noncredit students – adult learners seeking GED or high school equivalency, to acquire skills for reentry into the workplace or higher education, or gaining skills to assimilate into our society

Strategies for Strategic Goal 1 include:

1.1 *Awareness.* Improve awareness of GCCD resources with increased and effective internal and external communication
1.2 *Access.* Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness
1.3 *Persistence and Success.* Increase student persistence and success in completion of their educational goals

## *Strategic Goal 2: Economic and Workforce Development*

From the inception of the California community college system, the community colleges' mission has been to deliver both strong credit transfer programs and CTE programs. GCCD is an important component within the greater Glendale community to respond to current and emerging labor market needs and prepare students to obtain meaningful employment during these recessionary times. GCCD delivers a variety of Economic and Workforce Development offerings through:

- CTE credit programs
- Workforce development courses through the PDC
- Economic and Workforce Development initiatives in its credit and noncredit offerings

The community is not fully aware of these offerings and yet the need is great, given the current economy. GCCD has recently benefited from economic development grants and partnerships with private industry and government in implementing innovative academies. Strategic Goal 2 encourages GCCD to use a more integrated economic and workforce development approach, which can strengthen its current CTE credit programs while helping the local economy and GCCD students to find meaningful employment. Strategies for Strategic Goal 2 include:

2.1 Centralize the planning, development, and coordination of Economic & Workforce Development activities, programs, and services throughout GCCD
2.2 Collaborate with LACCD at its Van de Kamp Campus in Atwater Village
2.3 Explore other potential collaborations with other businesses and community colleges (e.g., Pasadena City College)

Note: In Goal 4.4, a GCCD-wide grant-writing function, GCCD can pursue the many available grants in the areas of economic and workforce development.

## *Strategic Goal 3: Instructional Programs and Student Services*

GCCD's credit transfer programs have resulted in well-recognized programs and student success in terms of matriculation on to four-year colleges and universities. This track record in credit transfer programs is admirable and well-known and must be sustained. Strategic Goal 3 builds on this strength and focuses on increased collaboration, streamlining, and integration of Instructional Services and Student Services to achieve Strategic Goal 1 and Strategic Goal 2. The emphasis is on more seamless, streamlined, and integrated programs and services through greater collaboration among:

- Instructional Services and Student Services
- CTE programs and other GCCD programs, as well as business and community needs for economic development
- Credit and noncredit offerings at the Verdugo Campus and Garfield Campus
- Within Student Services, with an acknowledgement that some immediate actions are needed now rather than waiting for the eventual construction of the Student Services building on the Verdugo Campus
- Across disciplines, including ongoing creativity and innovation in learning

This Strategic Goal also promotes empirically based decision-making, a cultural shift for GCCD, which has an extensive institutional research capability. Strategies for Strategic Goal 3 include:

3.1 Implement empirically-based planning and decision-making
3.2 Improve and increase the use of Student Education Plans (SEP) and PeopleSoft for Instructional Planning
3.3 Strengthen the interface between Student Services and Instructional Services for both credit and noncredit students and both transfer and CTE credit students
3.4 Streamline the movement through curriculum
3.5 Promote innovative learning for 21st century students and faculty

GCCD must ensure that it allocates its resources efficiently and effectively to ensure the delivery of high quality education and services for all. Resource allocations should be tied in a meaningful way to student learning. Moreover, GCCD should reduce its reliance on State funding by continuing to pursue foundation grants, industry partnerships, contract education, private giving, and other funding sources. Resources should align with these strategic priorities during budget decision-making. Strategies for Strategic Goal 4 include:

4.1 Institutionalize the Enrollment Management Committee as a part of the GCCDD governance structure
4.2 Apply KH's Strategic Cost Management model and enhanced enrollment management approaches
4.3 Diversify revenue sources
4.4 Establish a centralized, GCCD-wide grant-writing function

## Implementing the Plan

The EMP outlines the four strategic goals and corresponding strategies in greater depth. The Action Plans comprise the Strategic Plan for the Education Master Plan. The Action Plans outline the actions for implementing the goals during the next one to three years. Each year, the Action Plans should be revisited and updated, based on accomplishments to date, lessons learned, and next actions required.

Responsibility for overall implementation rests with the Office of the President. Although an executive champions each of the strategic goals, the achievement of the goals cannot occur without collegial and extensive collaboration and work of others. Therefore, each strategic goal has a defined group of constituents who should either lead or support specific actions. They should refine and ensure that outcomes are measurable and timely. These constituent groups should also consult with internal and external groups and people as warranted and to ensure buy-in.

Progress will be monitored through the:

- Master Planning Committee (MPC), known as Team A
- Planning Resource Committee (PRC), known as Team B (Team B members also serve on Team A)

The Executive Team with Team A participation should provide the Board of Trustees with an annual report on the progress against the EMP and its Strategic Action Plans.

# II. Introduction

## GCCD Overview

Glendale Community College District (GCCD) was founded in 1927 to serve the needs of the people. Over the years, GCCD has gone through several changes in its governance structure. GCCD serves approximately 25,000 day and evening students enrolled in college-credit courses and 10,000 students through the adult education program, specialized job training programs, and contract instruction. GCCD delivers programs through three permanent sites and other locations throughout its service area.

### Historic Main Campus (Verdugo Campus)

Today, GCCD's Verdugo Campus, consisting of 100 acres and 15 permanent buildings, is located on the beautiful slopes of the San Rafael Mountains overlooking the valleys in the Glendale area. Verdugo Campus academic offerings are focused primarily on credit and transfer education, and Career and Technical Education (CTE) programs. Noncredit instruction is also offered on the Verdugo Campus – primarily English-as-a-Second-Language (ESL), Parent Education courses, and life-long learning. The Verdugo Campus also provides:

- Students Services that include, an information desk, a Career Center, a Transfer Center, admissions, assessment, an international students office, and financial aid
- Ample opportunities for activities in and out of the classroom, including intercollegiate sports, theatre arts, dance, music, and student organizations

### Garfield Education Center (Garfield Campus), Continuing Education, and Noncredit Offerings

GCCD has offered noncredit classes since the early 1930s. Continuing that legacy, GCCD's Garfield Education Center (Garfield Campus), located at Garfield between Adams and Chevy Chase in Glendale, offers continuing education programs to fulfill educational and career goals, free of charge. The Garfield Campus houses ESL classes, Office Skills and Computer Applications classes, the Developmental Skills Lab, the Community Services Office, the Continuing Education Office, the Workforce Investment Act program, and the CalWORKs Program. Parent Education and Lifelong Learning classes are also part of the continuing education programs.

### Professional Development Center (PDC)

Started in 1986, the PDC is recognized statewide as a leading provider of customized training and process improvement, helping California employers to remain competitive and become more profitable. Located in Montrose, PDC offers California employees technical and professional improvements, creating a continuously improving workforce – much of the training is funded by the State. As a non-profit

economic development engine, PDC provides small- to medium-sized companies with single-point access to advanced technology and training to increase business productivity. Every PDC program is hands-on, customized to achieve company goals, and personalized to improve each California worker's skills and productivity.

### Historic Milestones

1927 Glendale Junior College founded as part of the Glendale Union High School District to “serve the needs of the people.”

1936 Glendale Junior College District became a part of the new Glendale Unified School District; 25 acres were acquired for the present site of the college.

1944 The name was changed to *Glendale College*.

1970 Glendale College became part of the Glendale Junior College District.

1971 The Board of Education adopted a resolution changing the District name to *Glendale Community College District*.

1980 Glendale voters approved a measure to establish separate Boards, resulting in the creation of a Board of Trustees solely responsible for the governance of GCCD.

2002 Measure G Bond passed, providing GCCD with infrastructure dollars to, among other things, build a new 42,000 square foot Garfield Education Center building, match State Scheduled Maintenance funds to make HVAC upgrades, and continue the administrative information system upgrade.

2008 The Board of Governors in the State of California "grand parented" in the Garfield Campus with Education Center status.

## Vision, Mission, and Values

### Vision

*GCCD 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.*

### Mission

*GCCD welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles. As an institution of higher education, we are committed to student learning and success. Using personal interaction, dynamic and rigorous instruction, and innovative technologies, we foster the development of critical thinking and lifelong learning. We provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career, and personal goals. Our commitment is to prepare students for their many evolving roles in and responsibilities to our community, our state, and our society.*

### Values

*GCCD's core values guide the implementation of the GCCD Mission. GCCD is committed to:*

- *Providing a rich and rigorous curriculum that helps students understand and appreciate 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*
- *Emphasizing the coherence among disciplines and promotion of openness to the diversity of the human experience*
- *Helping students to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, the effective use of technology for work and research, and the ability to work with others and conduct their lives with responsibility*
- *Providing 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*
- *Creating a supportive, non-discriminatory environment, which enables students to reach their educational goals in an efficient and timely manner*

# III. Future GCCD Directions

This entire document constitutes the Educational Master Plan (EMP). Rather than regurgitating what GCCD has done well and will continue to do well, this EMP is more strategic in nature and focuses on four Strategic Goals that will reshape GCCD's culture, address community needs, and assist students in their career, educational, and learning pathways.

Each of the Strategic Goals has Objectives and Action Plans that focus on initiatives for the next one to three years that will move GCCD toward its desired future. The Objectives and the Action Plans form the Strategic Plan for Instructional Services and Student Services.

## Strategy Map 2015

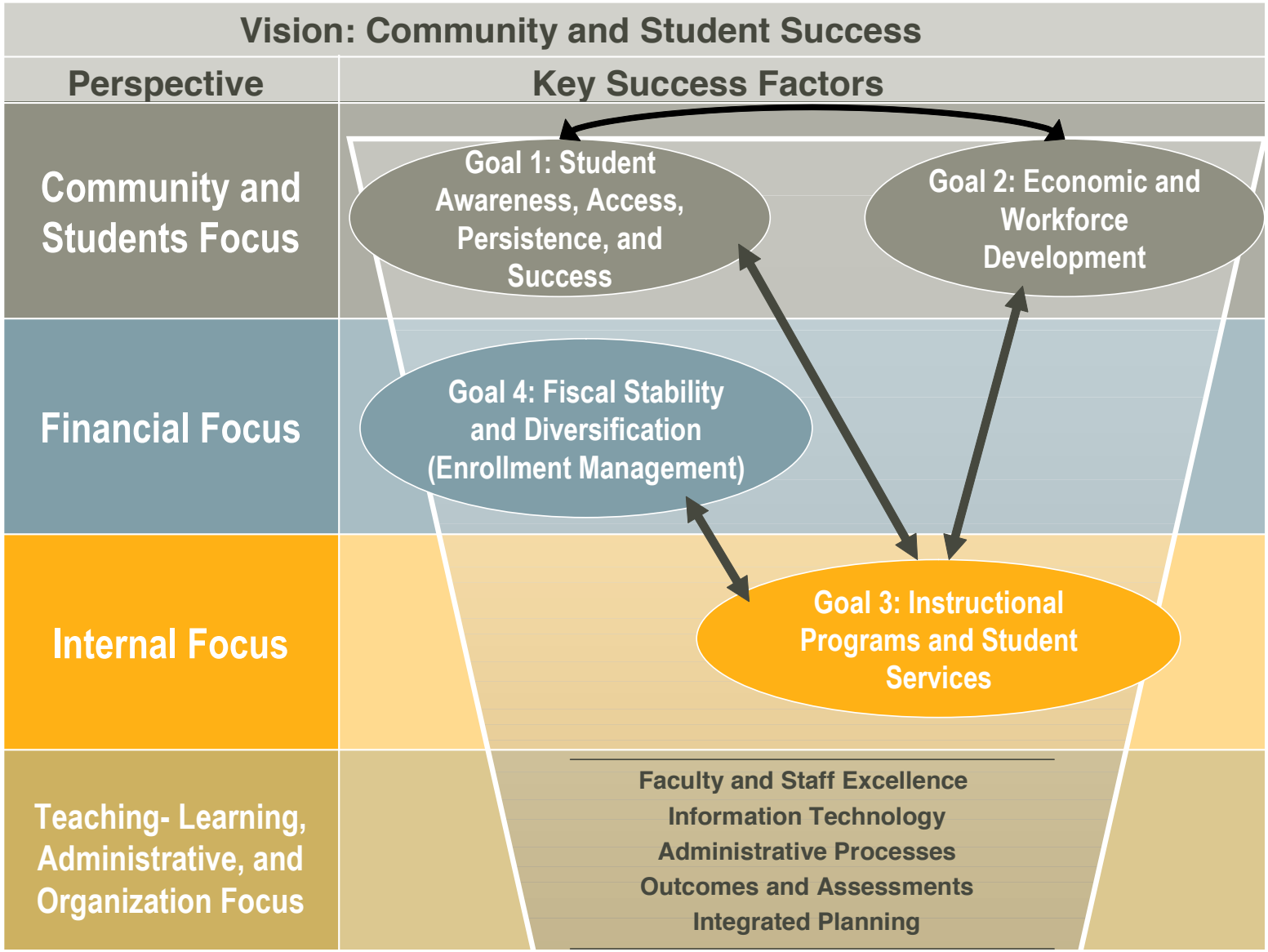
Once the 2008-2014 Strategy Map was created, gaps began to appear, including a lack of focus on workforce and economic development, the community, and College's financial needs. In addition to addressing these omissions, GCCD wanted to develop strategies to increase and streamline collaboration and capture the synergy across functions and goals. Reorganizing the original 10 strategic goals to facilitate the EMP entailed a number of revisions, including:

- Student Access, Retention, and Success are combined into one Strategic Goal to recognize the student experience as one continual process and to take a holistic approach to attracting students and ensuring their success.
- Career Technical Education, Academic Programs, and Student Services are combined into one Strategic Goal to encourage collaboration through planning.
- A Strategic Goal for Fiscal Stability and Diversification (Enrollment Management) was added to encourage the application of empirically-based planning models to the development and management of programs and courses and to ensure that it is tied to the budgeting process.
- Economic and Workforce Development was added as a Strategic Goal to reinforce GCCD's responsibility and commitment to fulfilling community and workforce needs.
- The 2008-2014 Faculty and Staff Excellence goals represent a means (versus an outcome) to achieve Strategic Goals. Therefore, such initiatives have been incorporated into the EMP Action Plans.
- The 2008-2014 Administrative Services and Information Technology (IT) are critical for the success of the four EMP goals. IT and other Administrative Services areas have developed their own Strategic Plans, which should be revised to ensure they are supportive of the EMP goals. Specific Administrative and IT initiatives have been incorporated into the EMP Action Plans, as appropriate, even though they are not overarching Strategic Goals.

- The 2008-2014 Integrated Planning and Outcomes/Assessment goals are integral to the ongoing planning process for both the EMP and its Strategic Plan components (i.e., the Action Plans). The last chapter – Chapter IV, "Implementation of the GCCD Educational Master Plan" – of this EMP document discusses the importance of integrated planning, monitoring of progress, and assessment of outcomes, including progress against Action Plans.[1] Rather than a separate stand-alone goal, such a process should be continually refined and improved. Planning should not be a stand-alone event but an ongoing process. Chapter IV specifically outlines:
    - How GCCD should proceed to enhance the planning processes, linking the various planning initiatives within GCCD and with the budget
    - Overall responsibility for implementing the Action Plans
    - Proposed critical measurements – both leading and lagging indicators of success
    - The need for semi-annual reviews and updates
    - Integration of GCCD's other plans and planning processes

The Strategy Map outlines the four Strategic Goals to maximize success in the EMP. The following 2015 Strategy Map displays the framework for organizing and developing the strategic action plans.

[1] The ACCJC Accreditation Report (May 2010) recommendations cite "outcomes and assessment" and "integrated planning" as GCCD priorities as well.


Vision: Community and Student Success
Perspective
Key Success Factors
Community and Students Focus
Financial Focus
Internal Focus
Teaching- Learning, Administrative, and Organization Focus
Goal 1: Student Awareness, Access, Persistence, and Success
Goal 2: Economic and Workforce Development
Goal 4: Fiscal Stability and Diversification (Enrollment Management)
Goal 3: Instructional Programs and Student Services
Faculty and Staff Excellence
Information Technology
Administrative Processes
Outcomes and Assessments
Integrated Planning

## Strategic Goal Highlights

As identified in the Strategy Map 2015, the Strategic Priorities identified for the EMP, with particular attention to actions needed for 2011-2015, are:

### *Strategic Goal 1: Students Awareness, Access, Persistence, and Success*

1.1 *Awareness.* Improve awareness of GCCD resources with increased and effective internal and external communication

1.2 *Access.* Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness

1.3 *Persistence and Success.* Increase student persistence and success in completion of their educational goals

### *Strategic Goal 2: Economic and Workforce Development*

2.1 Centralize the planning, development, and coordination of Economic & Workforce Development activities, programs, and services throughout GCCD

2.2 Collaborate with LACCD at its Van de Kamp Campus in Atwater Village

2.3 Explore other potential collaborations with other businesses and community colleges (e.g., Pasadena City College)

### *Strategic Goal 3: Instructional Programs and Student Services*

3.1 Implement empirically-based planning and decision-making

3.2 Improve and increase the use of Student Education Plans (SEP) and PeopleSoft for Instructional Planning

3.3 Strengthen the interface between Student Services and Instructional Services for both credit and noncredit students and both transfer and CTE credit students

3.4 Streamline the movement through curriculum

3.5 Promote innovative Learning for 21st Century Students and Faculty

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

4.1 Institutionalize the Enrollment Management Committee as a part of the GCCD governance structure

4.2 Apply KH's Strategic Cost Management model and enhanced enrollment management approaches

4.3 Diversify revenue sources

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

## Strategic Goal 1:  Action Plan – Students Awareness, Access, Persistence, and Success

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

### Strategic Goal Overview

The diversity of GCCD's students is vast – coming from a wide array of life experiences and looking to achieve a variety of goals. GCCD embraces that diversity and strives to provide the services and seamless support necessary for all GCCD students to be successful. Successful students are those who persist to reach their goals.

The students that GCCD serves include:

- **Traditional Credit students** – recent high school graduates seeking an associates degree, CTE certificate, or transfer status
- **Non-Traditional Credit students** – high school drop-outs desiring their GED, adults seeking workforce training, seniors interested in life-long learning and enrichment experiences, and residents wanting to learn English as a second (or even third) language
- **Noncredit students** – adult learners seeking GED or high school equivalency, to acquire skills for reentry into the workplace or higher education, or gaining skills to assimilate into our society

Credit courses are offered primarily on the Verdugo Campus. Although most noncredit students attend classes at the Garfield Campus, some attend noncredit classes offered at the Verdugo Campus, such as Parent Education or ESL. Other programs, such as the CalWORKS program, are administered out of the Garfield Campus but serve students at both campuses. Therefore, the terms credit and noncredit are used versus Verdugo Campus and Garfield Campus.

The Strategic Goals in this Action Plan are inter-related and follow the progression of a student's GCCD experience –

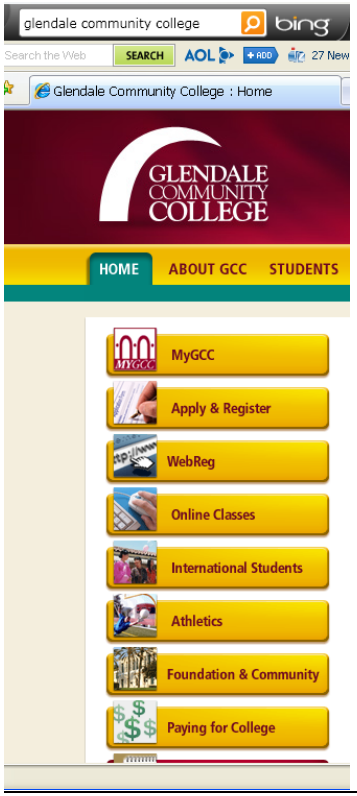
***Awareness*** of GCCD,

***Access*** to GCCD,

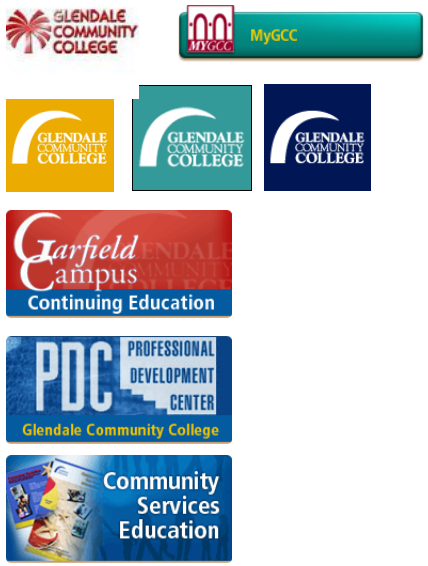
***Persistence*** while at GCCD, and

***Success*** in meeting their educational goals while at GCCD, in their subsequent education, and in their work.

GCCD's challenge is to balance efforts to improve student access, persistence, and success with ever-fluctuating budget cycles. GCCD's "Matriculation Outcomes Study"[1] for the credit program compared outcomes for students receiving and not receiving matriculation services (orientation, assessment, counseling, and preparation of an SEP. The detailed study demonstrates compelling positive outcomes in student persistence, retention, and other measures for students receiving matriculation services.




Awareness of GCCD is critical and a precursor to access, persistence, and later success. ***Many within the greater community think the historic "main campus" is the entire Glendale Community College, unaware that GCCD is a comprehensive educational, postsecondary system.*** They are unaware that GCCD consists of the Verdugo Campus, Garfield Campus, and PDC locations; credit and noncredit offerings; transfer and CTE programs; continuing education and community education services; and the various student services. Complicating the situation are the different logos, graphic styles, and colors used. Some of the logos display double, symmetrical arches and others emphasize a modern single arch. ***GCCD's official colors are burgundy and gold***; sometimes the GCCD logos appear in gold-and-white, teal-and-white, or navy-and-white.



[1] "Matriculation Services and Student Success: A Comparison of Student Outcomes for Students Receiving and Not Receiving Matriculation Services", GCC, Draft January 1 13, 2003.

### Strategic Initiatives, Objectives, and Responsibility

The strategic initiatives in Action Plan 1 are three-fold:

| Strategic Goal: Student Awareness, Access, Persistence, and Success<br>Overall Responsibility: Vice President, Student Services | | |
|---|---|---|
| **Strategic Initiatives** | **Draft Objectives** | **Lead Responsibility** |
| **1.1 Awareness.** Improve awareness of GCCD resources with increased and effective internal and external communication | Increase GCCD's visibility in the community through active participation in community events, better branding, and information dissemination of GCCD's offerings and services.<br>Develop a community contact data base with at least 1,000 contacts by June 2011.<br>Disseminate at least three updates about GCCD to the community each year – town hall meetings, electronic newsletters, or other means.<br>Hold a follow-up community forum in 2012.<br>Improve internal communications and knowledge of services and programs available. | President |
| **1.2 Access.** Increase student access by developing strategies and systems to improve student articulation, assessment, and basic skills preparedness | Ensure that the percent of high school students matriculating to GCCD remains the same or increases as of June each year.<br>Establish baseline data of the number of noncredit students matriculating to credit programs and sustain or increase the matriculation rate as of June each year.<br>Improve access of credit and noncredit students to needed services, beginning with increased numbers of completed SEPs. (Note: This initiative complements the use of SEPs for instructional planning, outlined in Strategic Goal 3's Action Plan.)<br>Continually enhance student life experiences outside of the classroom – both on the Verdugo Campus and Garfield Campus.<br>Remove barriers to persistence and success (see Action Plan). | Vice President, Student Services |

| Strategic Goal: Student Awareness, Access, Persistence, and Success<br>Overall Responsibility: Vice President, Student Services | | |
|---|---|---|
| **Strategic Initiatives** | **Draft Objectives** | **Lead Responsibility** |
| **1.3 Persistence and Success.** Increase student persistence and success in completion of their educational goals | Sustain GCCD's current transfer rates to the four-year colleges and universities.<br>Increase the percent of students who achieve their SEP goals – transfer, CTE, and noncredit goals – by 5% each year.<br>Increase the percent of freshmen who persist to their sophomore years by 3% each year.<br>Remove barriers to persistence and success (see Action Plan). | Vice President, Instructional Services |

### Action Plan

Action Plan 1 describes the action steps proposed for the next few years and the responsible parties and those individuals and organizations that can provide support for the action. A timeline is also set forth.

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **1.1. Awareness. Improve Awareness of GCCD Resources with Increased and Effective Internal and External Communication.** | | | |
| **1.1.1. Increase external communication with prospective students and community residents, organizations, government, and businesses.** | | | |
| This strategic initiative requires the continuing the 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. | President | All Levels of GCCD | Ongoing |
| a. Increase the community awareness of the value of GCCD through increased involvement in civic activities, collaborations with businesses and community groups, electronic newsletters, etc.<br>b. Increase awareness of programs and services available.<br>c. Establish a 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; and a marketing strategy for promoting GCCD's image, programs, and services.<br>d. This should include continuing the efforts of the President's Office to organize visibility within the community and develop a community contact database. | Public Information Officer | Board<br>Foundation<br>Faculty<br>Staff | Ongoing<br><br><br><br>Begin May 2010;<br>Ongoing |
| e. Increase awareness of the benefits of GCCD for all prospective students, including awareness of programs and services available.<br>f. Provide prospective students with the necessary information to realize the value of earning a certificate or associate's degree and achieving their educational goals.<br>g. Develop ways to attract non-traditional students, including students in noncredit programs who are candidates for transferring to credit programs. | Student Outreach Services | Faculty<br>Staff<br>Public Information Office | Ongoing |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **1.1.2. Increase external communication with K-12 to ensure that high school counselors and students perceive GCCD as a desirable higher education option.** | Student Outreach Services | Counseling | Ongoing |
| **1.1.3. Increase internal communication with students to improve access to GCCD resources.** | | | |
| a. Evaluate the effectiveness of the new GCCD website to provide user-friendly information successfully. | Web Oversight Committee | IT<br>Student Services | |
| b. Encourage increased student participation in GCCD planning. | Student Activities Program | ASGCC | |
| c. Improve student access to and awareness of all Student Services. | Student Services | | |
| d. Improve campus signage. | Campus Development Committee | | |
| **1.1.4. Increase internal communication with faculty and staff to improve awareness of services available to students.** | | | |
| a. GCCD should offer orientation programs for new hires – full-time and part-time faculty (credit and noncredit), classified staff, and administrators (e.g., offering staff development credit to faculty who go through online orientation). (Note: Action Plan 2 reinforces this action.) | Human Resources | Staff Development Office<br>Student Services | |
| b. GCCD should provide ongoing updates of services available to students through emails, e-newsletters, and workshops. | Vice President, Student Services | | |
| c. A Counselor should attend division meetings – both at the Verdugo Campus and Garfield Campus – at least one meeting a semester for every discipline. (Note: Action Plan 2 reinforces this action.) Similarly, faculty should attend sessions conducted by Counseling regarding services provided, challenges students are facing, etc. | Vice President, Student Services | | |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **1.2. Access. Increase Student Access by Developing Strategies and Systems to Improve Student Articulation, Assessment, and Basic Skills Preparedness for Both Credit and Noncredit Students.** | | | |
| **1.2.1. Develop strategies and systems to improve the efficiency of student articulation from high schools and between the credit and noncredit programs.** | | | |
| a. Review and implement the articulation policy with high schools.<br>b. Evaluate and continue successful programs as appropriate (e.g., English Collaborative, ESL).<br>c. Provide "pathways" for Transfer and CTE students (e.g., 2+2+2).<br>d. Address prerequisites. | Vice President, Instructional Services | Academic Senate | |
| **1.2.2. Develop strategies to better accommodate the needs of incoming students.** | | | |
| a. Assist students to be successful once they make the decision to come to GCCD.<br>b. Cater to students who will optimize their use of GCCD resources.<br>c. Continually document, empirically assess, and deliver those Student Services that set students up for success. | Vice President, Student Services | | |
| d. Investigate alternative instructional delivery mechanisms – online, schedule (days of week, meeting times), etc. (Note: This action step relates to Goal 4 on "Fiscal Diversity and Stability" and the role of the Enrollment Management Committee.) | Vice President, Instructional Services | Academic Senate | |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **1.2.3. Improve the Matriculation process[2] by implementing one or more of the following initiatives:**<br>a. Incentivize or require Orientation.<br>b. Incentivize or require Counseling on the Verdugo Campus.<br>c. Increase the number of credit students with SEPs.<br>d. Increase the number of noncredit students with SEPs<br>e. Assess the feasibility of redeploying Counselors from the Verdugo Campus during the middle of the semesters to assist in the development of SEPs for noncredit students at the Garfield Campus; on the basis of the feasibility analysis, implement recommended actions | Vice President, Student Services | Matriculation Committee<br>Academic Senate | |
| **1.2.4. Improve Basic Skills preparedness** | | | |
| Decide optimal action steps to: | | | |
| a. Enforce assessment requirements, placement results, and prerequisites with PeopleSoft. | Vice President, Instructional Services | Vice President, Student Services | |
| b. Train faculty and staff to improve their understanding of basic skills issues and increase their involvement in addressing those issues. | Foundational Skills Committee | Staff Development | |
| c. Increase the availability of Basic Skills courses. | Vice President, Instructional Services | Enrollment Management Committee | |
| d. Explore the incorporation of basic skills into course curriculum (e.g., the incorporation of ESL and Vocational ESL (VESL) into CTE programs, contextualized learning, etc.). | Vice President, Instructional Services | Foundational Skills Committee | |

[2] This action step is related to Assessment under number initiative "10. Remove Barriers to Student Success", but each is approached from a different perspective.

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| e. Design and implement a coordinated and integrated Basic Skills program that is fiscally sustainable and incorporated as foundation skills supportive of the overall curriculum. | Vice President, Instructional Services | Foundational Skills Committee | |
| **1.2.5. Remove barriers to access** | | | |
| a. Address the application process requirement for email addresses, because it is a barrier for literacy, ESL, and immigrant students. | Financial Aid Office<br>Admissions Office | | |
| b. Investigate the criteria to establish residency for noncredit and AB540 students (including one year of current continuous coursework in noncredit); at a minimum, petition the Office of the Chancellor of the California Community College (CCC) system to provide the ability to use one year of coursework in noncredit as one of the criteria to establish residency for credit programs (explore petitioning in collaboration with other CCDs that offer both credit and noncredit programs in California, such as the San Francisco Community College District (SFCCD)). | Vice President, Student Services | | |
| c. Provide Student Services in the areas of Financial Aid, EOPS, assessment, students with learning disabilities or handicapping conditions, and counseling for noncredit students at the Garfield Campus. | Vice President, Student Services | Associate Vice President, Continuing and Communication Education | |
| d. Provide Student Services for noncredit students attending classes on the Verdugo Campus. | Vice President, Student Services | | |
| e. Provide a permanent and appropriate location for all programs or services that are affected by the demolition of the trailers (e.g., CalWORKS) | President | Associate Vice President, Continuing and Communication Education | |
| f. Identify additional barriers and address them on a real-time basis. | Vice President, Student Services | | |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **1.3. Persistence and Success. Increase Credit and Noncredit Student Persistence and Success** | | | |
| **1.3.1. Remove barriers to student success** | | | |
| a. Financial Aid<br>• Provide financial information to parents and students.<br>• Provide financial management information in Student Development courses.<br>• Expand College Emergency Book Loan Program. | Financial Aid Office | | |
| b. Price of Textbooks<br>• Revise the adoption period to enforce a minimum number of years for book use<br>• Increase efforts concerning the Lending Library<br>• Provide staff development on how to help students save money (e.g., open educational resources, alternative textbook resources)<br>• Investigate alternatives to traditional text books (e.g., texts available online)<br>• Research Best Practices in using alternatives | Academic Senate | | |
| c. Assessment and Placement<br>• Evaluate GCCD's policy of not currently accepting placement tests from other schools.<br>• Put the credit ESL credit placement test online.<br>• Develop and implement a reading assessment<br>• Increase the number and variety of assessment tests provided on Garfield Campus | Vice President, Instructional Services | Assessment Committee | |
| d. Transition<br>• Address the high unit requirements for certificates as a barrier to completion.<br>• Implement systems to facilitate easier transition into credit programs, including noncredit to credit transition. | Vice President, Instructional Services<br>Noncredit Matriculation Committee | | |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| • Review transcript evaluation procedures. | Vice President, Student Services | | |
| e. Scheduling and class availability<br>• Review faculty teaching times vs. student demand for classes.<br>• Eliminate faculty perception of "classroom ownership".<br>• Address the issues with the implementation of block scheduling.<br>• Use degree audit to forecast course needs.<br>• Provide scheduling that reflects student and prospective students' needs, including Middle College and Weekend College.<br>• Develop a policy for addressing repeatability of noncredit courses.<br>• Evaluate the policy for the repeatability of credit courses and how students get priority registration for those courses. | Instructional Services – Division Chairs | Counseling (credit and noncredit) | |
| **1.3.2. Increase student persistence** | | | |
| a. Develop goals for student persistence. | Vice President, Student Services | | |
| b. Evaluate and revise dismissal and probation student policies, as necessary.<br>• Evaluate whether students should not return without counseling.<br>• Evaluate whether it is preferable to begin intervention at onset of probation.<br>• Evaluate the use of PeopleSoft to restrict probation students from registering. | Vice President, Student Services – Matriculation | Academic Senate | |
| c. Increase student and faculty awareness of drop and withdrawal policies. | Vice President, Student Services Staff Development Office | Associated Students of Glendale Community College (ASGCC) | |
| d. Address the high attrition rate for first year students (e.g., design, incentivize, and implement an Exit Survey through PeopleSoft to assess why students leave GCCD). | Vice President, Student Services Research and Planning Office | | |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **1.3.3. Improve "student life" culture on all campuses for credit and noncredit students** | | | |
| a. Support increased student involvement on campus, including:<br>• Student to Student<br>• Cohort programs<br>• Organizations and clubs – Verdugo Campus<br>• Organizations and clubs – particularly a need at the Garfield Campus (clubs, concerts, and other student life activities)<br>• Evaluating the possibility of noncredit students participating in student government<br>• Co-curricular involvement<br>• Addressing the need for more Student Services at the Garfield Campus<br>• Develop future plans for a Student Center facility that can be constructed when funding becomes available; such plans should include facility design as well as land/site location | VP, Student Services | ASGGC | June 2011 |
| b. Improve the GCCD environment, including:<br>• Signage<br>• Campus beautification<br>• Providing more and better student social areas<br>• Addressing the fact that there is no traditional student union at the Verdugo or Garfield Campuses | Campus Development Committee | | June 2012 |
| c. Increase student/faculty interaction.<br>• Review, refine, and implement a plan to replace retiring faculty.<br>• Pursue 75/25 goal to maintain student/faculty interaction<br>• Assess viability of including full-time noncredit faculty in the ratio<br>• Increase full-time faculty for noncredit | Campus Executives | Instructional Hiring Allocations Committee (IHAC) | June 2013 |

## Strategic Goal 2:  Action Plan – Economic and Workforce Development

## Strategic Goal 2. Economic and Workforce Development (EWD)

### Strategic Goal Overview

From the inception of the California community college system, the mission of a community college's mission has been to deliver both strong credit transfer programs and CTE programs.

***Excellence in both Transfer and CTE Programs.*** GCCD's credit transfer programs have resulted in well-recognized programs and student success in terms of matriculation on to four-year colleges and universities. This track record in credit transfer programs is admirable and well-known and must be sustained. Simultaneously, GCCD has offered a variety of Economic and Workforce Development (EWD) offerings through:

- CTE credit programs
- Workforce development courses through the PDC
- Other EWD initiatives in its credit and noncredit offerings

The community is not fully aware of these offerings and yet the need is great, given the current economy. GCCD has recently benefited from economic development grants and partnerships with private industry and government in development innovative academies.

***GCCD competition.*** With a decrease in GUSD enrollments and matriculation, competition with other community colleges will increase. The most immediate GCCD competition is the Van de Kamp Innovation Center – Atwater Village – in Northeast Los Angeles, a project of Los Angeles Community College District (LACCD)[1]. Once opened, it can pose either competition for GCCD students or opportunities for GCCD to collaborate with LACCD. Although plans to establish the satellite campus have temporarily been scaled back, LACCD remains committed to opening the satellite campus and will consider how to move ahead with its plans within five years. In the meantime, LCC has made the new facilities available for other uses, which will provide revenue for LACCD to maintain the buildings and keep them open and secure until a satellite campus is established. The community will also benefit because the new programs maintain an educational focus. A nonprofit group

[1] Source: http://www.lacitycollege.edu/public/news/vdkfaq.htm

will provide job training. Both non-credit and credit community college courses are likely to be offered. A charter high school is set to open in the fall. In the future, LACCD plans on offering multiple programs:

- In partnership with the City of Los Angeles, a Workforce Innovation Center will be established. Its purpose will be to train students for green-collar and health-care occupations.
- A nonprofit organization, Community Career Development, which has over 25 years of experience in workforce development, will manage the center.
- Other organizations also will operate at the site to provide career counseling and job-placement support.
- The Los Angeles City College EWD office will offer non-credit courses in basic skills and ESL.
- LACCD is also exploring ways to provide basic academic skills classes and general education credit courses that students could use when they transfer to four-year colleges.

Strategic Goal 2 encourages GCCD to use a more integrated EWD approach, which can strengthen its current CTE credit programs while helping the local economy and GCCD students to find meaningful employment.

### Strategic Initiatives, Objectives, and Responsibility

The strategic initiatives in Action Plan 2 are:

| **Strategic Goal: Economic and Workforce Development**<br>**Overall Responsibility: Dean, Instructional Services (over CTE offerings)** | | |
|---|---|---|
| **Strategic Initiatives** | **Draft Objectives** | **Lead Responsibility** |
| 2.1 **EWD Centralization.** Centralize the planning, development, and coordination of Economic & Workforce Development activities, programs, and services throughout GCCD | GCCD will establish a centralized EWD office<br>▪ Enhance our ability to seek out the needs of the economic and workforce development community and match those needs with GCCD resources<br>▪ Coordinate the various EWD programs that exist within GCCD<br>▪ Establish a program development function that addresses the wide scope of internal and external needs | Dean, Instructional Services, over CTE offerings, with support of and in collaboration with:<br>▪ Associate Vice President, |

| Strategic Goal: Economic and Workforce Development<br>Overall Responsibility: Dean, Instructional Services (over CTE offerings) | | |
|---|---|---|
| **Strategic Initiatives** | **Draft Objectives** | **Lead Responsibility** |
| **2.2 LACCD's Van de Kamp Campus.** Collaborate with LACCD at its Van de Kamp Campus in Atwater Village<br><br>**2.3 Other Collaborations.** Explore other potential collaborations with other businesses and community colleges (e.g., Pasadena City College) | ▪ Ensure coordinated instructional and institutional grants applications and administration<br>▪ Provide the business community a central place of coordination within GCCD<br>▪ Instill a culture of nimble and flexible decision-making to be responsive to the changing needs and fast pace of our business partners, including Los Angeles City College and its Atwater Campus | ▪ Instructional Services, Continuing and Community Education<br>▪ Vice President, Instructional Services |

**Note: In Goal 4.4, a GCCD-wide grant-writing function, GCCD can pursue the many available grants in the areas of economic and workforce development.**

### Action Plan

Action steps to achieve this strategic goal can support several of GCCD's Revenue Enhancement initiatives that include to:

- Build strong, multi-faceted giving programs within the Foundation
- Invest in increasing our capacity to write and administer grants
- Recruit non-resident students and ensure that they can get into the courses they need (which ties in with Strategic Goal 1 and Strategic Goal 3
- Investigate opportunities to generate revenues by renting space to outside organizations balanced against internal space priorities
- Identify alternative funding sources for programs, especially in contact education

***Strategy Goal 3 outlines the need for competitive CTE programs in the marketplace.*** Action Plan 2 describes the action steps proposed for the next few years and the responsible parties and those individuals and organizations that can provide support for the action. A timeline is also set forth.

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **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** | President | | December 2011 |
| **2.1.2. Develop a marketing function to increase GCCD's contract education opportunities** | Office of Economic & Workforce Development | | June 2012 |
| **2.1.3. Merge the existing processes throughout GCCD into one formal governance process**[2] | Office of Economic & Workforce Development | | June 2012 |
| • Evaluate the current and future needs of the economic and workforce development community so that GCCD programs are current and future-focused | | | |

[2] Note: New CTE programs should follow the normal process of review via the Academic Senate, Curriculum and Instruction Committee.

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| • Ensure that new programs build around our strengths and sectors that are growing in the local economy | | | |
| • Determine the potential return on investment for programs (elaborated further in Strategic Goal 4, "Enrollment Management") | | | |
| • Explore potential for contract education offerings with area businesses | | | |
| • Ensure that the "sunset-enhancement" policy criteria are uniformly applied and the results are tied to the budget process | | | |
| **2.2 Grant-writing function (refer to Goal 4.4.1)** | | | |
| Develop a GCCD-wide grant writing and administration capacity with particular attention to available funding for economic and workforce development programs in community colleges | President | | December 2011 |
| **2.3. Collaborate with Los Angeles City College at its Atwater Campus** | | | |
| Explore how GCCD might provide instructional support in the area of workforce and economic development, credit, and noncredit offerings at the Atwater Campus in collaboration with LACCD. | President | | June 2011 |

## Strategic Goal 3:  Action Plan – Instructional Programs and Student Services

## Strategic Goal 3. Instructional Programs and Student Services

### Strategic Goal Overview

In Strategic Goal 1, the focus is on the student and the movement from awareness to access, persistence, and successful outcomes. Strategic Goal 2 emphasized increased collaboration and responsiveness to workforce and economic development needs in the community and for students. Strategic Goal 3 supports both Strategic Goals 1 and 2 and focuses on making GCCD's Program Offerings and Student Services more **seamless, streamlined, and integrated** through greater collaboration.

- **Empirically based decision-making.** Empirically based decision-making is a cultural shift for GCCD, which has an extensive institutional research capability.
- **Seamlessness between Instructional Services and Student Services.** Action Plan 3 focuses on increased collaboration, streamlining, and integration of Instructional Services and Student Services to achieve Strategic Goal 1 and Strategic Goal 2.
- **Seamlessness between CTE programs and other GCCD programs, as well as seamlessness regarding business and community needs for economic development.** Given the current economy and emphasis on economic and workforce development (Strategic Goal 2), GCCD wants to offer the CTE programs that will open new avenues for students in terms of gainful employment, economic opportunities, and the building of careers. Within GCCD, CTE programs would benefit from a "cross-link" with other credit and noncredit offerings.
- **Seamlessness between noncredit and credit offerings at the Verdugo Campus and Garfield Campus.** GCCD desires smoother transitions for students progressing from noncredit to credit offerings. As discussed under Strategic Goal 2, most noncredit courses and programs are currently offered at the Garfield Campus. Along with this initiative comes the importance of greater awareness of the Garfield Campus – its needs, adult learners served, and community needs.
- **Seamlessness within Student Services.** One of the major outcomes was the decision to cease deferring enhancements to Student Services with expectations that the Student Services building on the Verdugo Campus will be built in the near term. As a result, specific actions are outlined in the Action Plans to enhance the integration of and collaboration between Instructional Services and Student Services. There are other areas that Student Services should address, given the deferment of the building (e.g., condition of furniture in Student Services and OSHA-related problems).
- **Innovative Learning for 21st Century Students and Faculty.** GCCD delivers a depth and breadth of quality courses and services that stand out among our peers in terms of Student Learning Outcomes and students' educational goals. GCCD students come from a wide array of life experiences with broad interests, from English-as-a-Second Language, to career

development, and transfer to a four-year institution. Similarly, they learn in different ways. GCCD does not pursue technology for the mere pursuit of the latest technological gimmicks but instead focus on the application of innovative teaching-learning strategies (that include technology) to best meet our students' optimal learning modalities. Technology enhances, not supplants, teaching. Therefore, GCCD is committed to hybrid and online courses, distance learning, use of social networks for learning, and new ways for teaching when proven successful. Such an approach would broaden GCCD's reach beyond its geographic boundaries to other parts of the nation and world. Moreover, Technology Plans should encompass the needs for both the Verdugo Campus and Garfield Campus.

### Strategic Initiatives, Objectives, and Responsibility

The strategic initiatives in Action Plan 3 are:

| **Strategic Goal 3: Integration of Instructional Programs and Student Services**<br>**Overall Responsibility: Vice President, Instructional Services** | | |
|---|---|---|
| **Strategic Initiatives** | **Draft Objectives** | **Lead Responsibility** |
| **3.1 Empirically Based Decision-making**. Implement empirically-based planning and decision-making | Ensure program and services decisions consider empirical data, SLOs, student persistence, and trends. (Note: This Strategic Goal applies to all aspects of decision-making at GCCD and relates to all of the Strategic Goals.) | President |
| **3.2 SEPs for planning.** Improve and increase the use of Student Education Plans (SEP) and PeopleSoft for Instructional Planning | Generate reports of course data from SEPs for instructional planning, coupled with increasing the numbers of credit and noncredit students with SEPs (discussed in Strategic Goal 1). | Vice President, Instructional Services |
| **3.3 Interface between Student Services and Instructional Services.** Strengthen the interface between Student Services and Instructional Services for both credit and noncredit students and both transfer and CTE credit students | Implement an orientation program for new hires and increased information sharing across Instructional Services and Student Services programs and services.<br>Initiate at least one new collaborative initiative between Instructional Services and Student Services each year. | President |

| Strategic Goal 3: Integration of Instructional Programs and Student Services<br>Overall Responsibility: Vice President, Instructional Services | | |
|---|---|---|
| **Strategic Initiatives** | **Draft Objectives** | **Lead Responsibility** |
| | Expand on Student Services offerings at the Garfield Campus allocating a portion of time of Student Services staff from the Verdugo Campus.<br><br>Develop a plan to address facility constraints (e.g., library) at the Garfield Campus by June 2011. | |
| **3.4 Student Progression Through Programs.** Streamline the movement through curriculum | Sustain and build on GCCD's track record for student learning and transfer while ensuring students can complete their program of studies expeditiously.<br><br>Ensure all CTE programs are responsive to market needs and provide meaningful employment opportunities for GCCD students<br><br>Streamline transition from noncredit to credit courses for students. | Vice President, Instructional Services |
| **3.5 Innovative Learning for 21st Century Students and Faculty.** Promote creativity and innovation teaching-learning | Develop and support the resources needed (e.g., Faculty Center for Learning and Teaching, staff development workshops, collaborative learning designs, and an annual learning caucus) for faculty to explore and implement innovative methods to effectively address the evolving pedagogical needs of students served by the college and the achievement of the college's core competencies<br><br>Use PeopleSoft capabilities for effectively achieving the strategic initiatives in Strategic Goal 3 (and elsewhere).<br><br>Review current distance learning offerings, including hybrid courses, and establish at least one distance learning program/certificate by June 2013.<br><br>Continually upgrade faculty technology skills.<br><br>Ensure GCCD's Information and Instructional Technology Plans include budgets for both the Verdugo and Garfield Campuses. | Vice President, Student Services<br><br>Vice President, Instructional Services |

Strategic Goal 3 complements Strategic Goal 1 on “Student Awareness, Access, Persistence, and Success”, particularly in the areas of:

- Development of SEPs for credit and noncredit students
- Attrition rate between freshman and sophomore years
- Decline in international and non-resident student enrollments
- Use of space
- Orientation
- Internal communications
- Transition of students from noncredit to credit offerings and programs

### Action Plan

Action Plan 3 describes the action steps proposed for the next few years and the responsible parties and those individuals and organizations that can provide support for the action. A timeline is also set forth.

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| **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). | Vice President, Instructional Services | Vice President, Student Services | Winter 2011; then 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 | Vice President, Student Services | Vice President, Instructional Services | December 2010 |
| 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) | Vice President, Instructional Services | Academic Senate | Spring 2011; then ongoing |
| d. | Reduce attrition rates of the 50% of freshmen who do not persist. Analyze data to gain a better understanding regarding the barriers to success. (Note: This action step relates to Strategic Goal 1 regarding persistence.) | Vice President, Instructional Services | Vice President, Student Services | June 2013 |
| 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 | Vice President, Instructional Services | Vice President, Student Services | June 2011 |
| f. | Explore, develop, assess, implement, and monitor innovative teaching/learning based on proven SLOs<br>• Teaching/Learning Center<br>• Academic support programs and centers | Vice President, Instructional Services | | June 2011; then ongoing |

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| | • Supplemental instruction<br>• Revisit the implementation and institutionalization of coaching/mentoring/collaborative learning model<br>• Assess resource allocation to maximize student success<br>• Educate faculty on Core Competencies | | | |
| **3.1.2** | **Decision-making with external considerations – community and business trends and needs** | | | |
| a. | Refer to the demographic trends and community survey results, compiled in Fall 2009 for this project, in making decisions for 2010-2011; update the input routinely | President and direct reports to the President | Greater GCCD community | 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** | Vice President, Student Services | | |
| a. | **PeopleSoft.** Build on, expand, and apply PeopleSoft capabilities to:<br>• Enable online building of SEPs<br>• Enhance the capabilities of Division Chairs for scheduling, programming, workload management, etc.<br>• Provide faculty with meaningful access to SEPs<br>  • Identify the best way to apply PeopleSoft capabilities to planning<br>  • Communicate the opportunity to prepare and educate faculty on the use of PeopleSoft and the SEPs<br>  • Identify the information that is critical to the institution and divisions and prioritize the application of the information<br>  • Analyze data on "true" course demand versus "spill-over" results when desired courses are full | Associate Vice President, Information and Technology<br>Vice President, Student Services | PeopleSoft Users Group | 2010-2011; then going |

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| b. | **SEPs.** On the basis of trends identified in the SEPs:<br>• Identify the actual percentage and type of credit students who currently have SEPs<br>• Increase use of SEPs for noncredit students, particularly if they have an educational goal to transition to credit courses<br>• Give students with SEPs priority registration<br>• Given priority scheduling for students who enroll in both English and Math in their freshman year<br>• Might eliminate or minimize multiple repeat enrollments | Vice President, Student Services | Vice President, Instructional Services | December 2010; then going |
| **3.3 Strengthen Interface between Student Services and Instructional Services** | | | | |
| **3.3.1** | **Collaboration and Prioritization of Needs Across Instructional and Student Services** | | | |
| a. | Create a task force to increase collaboration, assess outcomes, and expand successful programs between instructional services and student services (i.e., Transfer Center, Learning Center, etc.) serving both credit and noncredit students.<br>• Brainstorm ways to improve understanding and communication between instructional programs and Student Services<br>• Address lack of understanding of what counselors do when the college is not in session | Vice President, Instructional Services<br>Vice President, Student Services | | June 2011 |
| b. | Create a task force to assess and address alternative resource allocation in relation to calendars, workload, shift in resources, etc. for faculty and staff alike. Integrate this effort with Strategy Goal 4. | Vice President, Instructional Services<br>Vice President, Student Services | | June 2011 |

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| **3.3.2** | **Faculty Orientation** | | | |
| a. | Ensure orientation of new tenure track faculty in the various aspects of student services (e.g., attendance to at least one Student Services convocation before tenure track is granted; adjunct faculty should attend one convocation in their first year of teaching; provide link to online orientation to all campus staff; etc.) (Note: Strategic Goal 1 reinforces this action.) | Academic Senate – New Faculty Orientation Task Force | | Fall 2011 |
| b. | Provide Division Chairs with access to aggregated data needed for planning and scheduling. Integrate this effort with Strategy Goal 4. | Vice President, Student Services | Vice President, Instructional Services | Spring 2012 |
| **3.4 Streamline Movement Through Curriculum** | | | | |
| **3.4.1** | **Program Design and Approval** | | | |
| a. | **Program Approval.** Establish a program approval process<br>• Increase student awareness and acquisition of core competencies<br>• Ensure GCCD courses and programs are relevant to and reflect student needs<br>• Integrate this effort with Strategy Goal 4 | Vice President, Instructional Services<br>Academic Senate | | June 2011 |
| b. | **Student Progression through Programs.** Streamline how students progress through programs and fulfillment of requirements<br>• Number of offerings<br>• Number of requirements (particularly in comparison with other area CCDs)<br>• Possible exemption of students seeking an associate degree from math if they test out of Mathematics 101<br>• Uniqueness and diversity of offerings<br>• Scheduling to meet student needs (days, time, classes, etc.)<br>• Enrollment levels<br>• Cohort programs | Vice President, Instructional Services | | June 2012; then ongoing |

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| | • Classroom space (e.g., ESL's cramped classroom space on the Verdugo Campus)<br>• Incentivize students' development and maintenance of SEPs<br>• Reevaluate priority registration at the Main and Garfield Campuses<br>• Integrate this effort with Strategy Goal 4 | | | |
| c. | **Study Skills.** Integrate study skills into General Education courses, using SEPs to determine requirements | Vice President, Instructional Services | | June 2011 |
| **3.4.2** | **CTE Competitive Programs in the Marketplace** | | | |
| a. | **CTE.** Implement strategic and competitive CTE program development<br>• Evaluate the number of units in certificate programs and rate of certificates awarded<br>• Evaluate their market relevance every 3-6 years<br>• Assess the number of certificates to identify areas for consolidation, and to provide data for enrollment management and staffing decisions<br>  • Market justification<br>  • Community needs<br>  • Professional recertification<br>  • Increase contract education<br>• Integrate this effort with Strategy Goal 4 | Dean, Instructional Services, over CTE offerings | Associate Dean, Instructional Services & Workforce Development | June 2011; then ongoing |
| **3.4.3** | **Increased Seamlessness between Noncredit and Credit Offerings and between the Verdugo Campus and Garfield Campus** | | | |
| a. | **Transition from Noncredit to Credit.** Streamline transition from noncredit to credit – increase percent transferring, enable smoother transitions, and obtain baseline data<br>• Educate new/tenure faculty about noncredit offerings<br>• 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: | Vice President, Instructional Services | | June 2011; then ongoing |

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| | • Assessment/placement – noncredit and credit ESL, English, Basic Skills, Business<br>• Using ID numbers to compile baseline data<br>• Address duplication of courses between noncredit and credit Business and English<br>• Implement a noncredit SEP to address the need to promote credit offerings at the Garfield Campus<br>• Address the possibility of and receptivity to offering credit and noncredit on both campuses<br>• Expand "college prep" noncredit course, incorporating financial aid and scheduling priority incentives<br>• Address the possibility of faculty teaching credit and noncredit interchangeably<br>• Address work load<br>• Organizationally<br>• Integrate this effort with Strategy Goal 4 | | | |
| g. | **Noncredit programs and offerings and the Garfield Campus.** The Garfield Campus is eligible for a $1 million building grant.<br>• Minimize the competition between the Garfield and Verdugo Campuses for facilities and services<br>• Determine how to deliver a continuum of student services at the Garfield Campus, including counseling services (currently staffed at 2 counselors) at the Garfield Campus to serve 9,000 students<br>• Address the best means to address a range of student needs, including mental health, parenting skills, health, and programs mandated through the County of Los Angeles Department of Public Social Services (e.g., Refuge Cash Assistance (RCA), General Relief (GR)) | Associate Vice President, Continuing and Community Education | | Fall 2010 |

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| | • Explore how to meet the Garfield Campus's need for a library<br>• Encourage credit offerings for students at the Garfield Campus<br>• Identify feasibility of offering financial aid for noncredit students | | | |
| **3.5 Integrated Information and Instructional Technology for both Instruction and Student Services** | | | | |
| **3.5.1** | **Technology Planning and Faculty Skill Updating** | | | |
| a. | **Technology Processes.** Develop and implement processes for:<br>• Developing an enhancement and replacement plan for faculty and staff desktops<br>• Identifying and reviewing new instructional technologies<br>• Delivering comprehensive training for information and instructional technology for both the Verdugo Campus and Garfield Campus<br>• Sharing best practices and lessons learned across campuses<br>• Identifying costs and funding mechanisms for technological enhancements at both the Verdugo Campus and Garfield Campus | Associate Vice President, Information and Technology<br>Associate Dean, Instructional Technology | College Computer Coordinating Committee<br>Technology Mediated Instruction Committee | June 2012 |
| b. | **Technology Infrastructure and Classrooms.** Assess the need for, costs, and funding mechanisms; provide enhanced technological resources to faculty and students, including:<br>• Appropriate workspace for teaching and learning<br>• Smart classrooms (e.g., smart boards, lecture captures, document cameras, clickers, etc.)<br>• Wireless access<br>• Virtual desktop<br>• IT support | Associate Vice President, Information and Technology | Associate Dean, Instructional Technology | June 2013 |

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| | • Use of Skype and other Internet tools for student counseling or faculty advising<br>• Garfield Campus – Bandwidth, Hardware, and Software | | | |
| c. | **Funding for Technology**. Ensure that technology processes are linked to appropriate budget allocations, taking into consideration both the Verdugo Campus and Garfield Campus needs | | | June 2011 |
| d. | **Faculty Skill Updating.** Provide incentives and opportunities for faculty to update their skills<br>• IT support<br>• Funding for training of Information and Instructional Technology support staff<br>• Facilities (e.g., conference room in SF 100)<br>• Teaching and Learning Center<br>• Flex credit for training | Vice President, Instructional Services | Associate Dean, Instructional Technology<br><br>Staff Development | 2010-2011; then ongoing |
| **e.** | Identify computer proficiency as a desired skill during recruitment | Human Resources | | Fall 2010 |
| **3.5.2** | **Innovative Learning for 21st Century Students and Faculty** | | | |
| a. | The College will support the faculty with resources necessary for faculty to explore and implement innovative methods to effectively address the evolving pedagogical needs of students served by the college.<br>Institutional support for the Faculty Center for Learning and Teaching<br>• Provide institutional support for the Faculty Center for Learning and Teaching<br>• Sustain on-going Staff Development workshops to address pedagogical issues that the faculty has identified as critical for the students that we serve<br>• Implement an annual learning caucus to discuss and act on the assessment of student learning and student learning needs, both within divisions and | Vice President, Instructional Services | Academic Senate | June 2011; then going updates of the plan |

| Action Step | | Lead | Support | Timing |
|---|---|---|---|---|
| | cross-divisionally of both instructional and student services<br>• Encourage further development of innovative curriculum and pedagogy that fosters the development and assessment of students' achievement of the college's core competencies:<br>  • Communication<br>  • Mathematical competency/quantitative reasoning<br>  • Information competency<br>  • Critical thinking<br>  • Global awareness<br>  • Personal responsibility<br>  • Application of knowledge<br>• Provide learning space, furniture and technical equipment that enable faculty and students to work together collaboratively<br>• Encourage a paperless approach to assignment submission and grading | | | |
| b. | Implement the strategic plan to ensure high-quality instruction that may be provided via computer-assisted learning for distance, hybrid, or in-class instruction and at the course, program, certificate, and degree levels.<br>• Continually explore creative and innovative teaching strategies that result in desired student outcomes<br>• Assess the existing learning space (classroom layout, furniture, etc.) to foster learning and all pedagogical frameworks<br>• Assess available infrastructure (facilities, equipment, staff, etc)<br>• Integrate with all other program-delivery methods and plans (traditional, weekend college, evening college, etc.)<br>• Investigate the use of online and distance learning for international course delivery<br>• Apply technology to verify the enrolled student is actually the individual taking the class<br>• Address faculty time obligation and what that means for hours, wages, | Associate Dean, Instructional Technology | Vice President, Instructional Services<br><br>Academic Senate | June 2011; then going updates of the plan |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| working conditions, training, etc.<br>• Revisit the “same air” issue<br>• Develop standards for what is expected of an online or hybrid instructor<br>• Provide workshops for faculty interested in teaching effectively online<br>• Develop and implement instructional evaluation for online and distance learning programs | | | |

## Strategic Goal 4:  Action Plan – Fiscal Stability and Diversification (Enrollment Management)

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

### Strategic Goal Overview

## Primary Funding Sources

GCCD has historically held a fiscally admirable position among its peers. In recent years, however, resources are scarcer and competition is fiercer. GCCD's primary sources of instructional income are:

- Full-time Equivalent Student (FTES)[1] or Weekly Student Contact Hours (WSCH) funding for credit offerings
- Positive Daily Attendance (PDA) for noncredit offerings

It has supplemented this funding with grants, categorical funding, community education, and fund-raising. Although PDC is an impressive model of supporting businesses and their workforce development needs, GCCD has not done much in the area of contract education.

## Fiscal Stability

In recent years, many of the California community colleges have had to come to terms with a structural mismatch between their sources and uses of funding. Within GCCD, instructional expenditures have increased because of the investments in technology, salaries, and benefits. Administrative requirements to track programmatic expenditures, direct and maintain facilities, administer human resources programs, manage categorical programs, and comply with governmental reporting, have become more resource-intensive. The administrative and managerial complexities of participatory governance (i.e., committee involvement and faculty release time) and the fact that many institutions are committed to multi-year collective bargaining agreements make the financial situation more complex.

Until now, GCCD has faced its periodic mismatch with some one-time fixes. But now such fixes are insufficient. GCCD must address the underlying problem or continue operating in a classic "downward spiral." Such a spiral drains contingency reserves and human resources to the point where more comprehensive corrective action is simply outside of a college's reach.

[1] The State funding target is 525 FTES per Full-time Equivalent Faculty (FTEF).

The extent of GCCD's structural budget mismatch could be significant in 2010-2011 and even greater in subsequent academic years. The State of California is undergoing hard recessionary times, which has put a cap on GCCD's enrollment levels (i.e., funding). Therefore, GCCD must:

- Ensure that it is using every dollar earned through FTES and PDA effectively
- Seek out means for diversifying its revenue sources to be less reliant on the State
- Enhance capabilities to meet demands, rather than to curtail important educational offerings or restrict enrollments

Without a strategy, budget difficulties can become ongoing, painful debates during budget, planning, and Board meetings.

## Strategic Orientation toward Closing the Fiscal Gap

GCCD needs to assume that the budget is an ongoing problem and develop a culture of continuous improvement to:

- View the situation as an opportunity to do things differently to meet students' needs
- Focus on mission
- Understand importance of revenues
- Analyze net costs
- Support strategic subsidization where necessary
- Focus on results that matter, such as SLOs, economic impact, and other factors
- Improve results with monies available

KH's Strategic Cost Management approach assumes that a college is capable of self-renewal, has the capacity to increase revenues, and can involve stakeholders in providing input to how they can help the organization and operations overall.

Therefore, in the area of Enrollment Management, GCCD leadership is applying the model to understand the net revenue generated, by program and service, and the necessity of the program and service vis-à-vis GCCD's mission. GCCD should ensure its programs and

### KH's Strategic Cost Management Model

| VALUE vs. REVENUE | Core Mission | Support Essential | Value-Added |
|---|---|---|---|
| Positive Revenue $+ | *Essential Revenue Generator* | *Beneficial Revenue Generator* | *Worthwhile, Revenue Generator, Do More* |
| Neutral Revenue $= | *Essential, Break-even* | *Nice to Have, Ensure Cost Neutral* | *Non-essential, Ensure Cost Neutral* |
| Negative Revenue $ -- | *Essential, Must Do So Must Subsidize* | *Nice to Have, but a Financial Drain Requiring Subsidization* | *Unnecessary, Candidate for Elimination* |

offerings are tied to community needs and wants. Displayed to the right, the aim of Strategic Cost Management is to:

- Do more of the programs that have a positive impact on revenue
- Improve the efficiency/revenue productivity of the programs that have a neutral impact on revenue
- Improve the efficiency/revenue productivity of programs that have a negative impact on revenue
- Review tertiary mission programs that require subsidization and either:
  - Eliminate these programs OR
  - Identify programs that are "incubators of innovation" with a defined period to prove sustainability

### Strategic Initiatives, Objectives, and Responsibility

This approach reinforces Strategic Goal 3 and its emphasis on empirically based decision-making. The strategic initiatives in Action Plan 4 are:

| **Strategic Goal: Fiscal Stability and Diversification (Enrollment Management) and Revenue Diversification**<br>**Overall Responsibility: Vice President, Instructional Services** | | |
|---|---|---|
| **Strategic Initiatives** | **Draft Objectives** | **Lead Responsibility** |
| **4.1 Institutionalize the Enrollment Management Committee as a part of the GCCD governance structure** | • The Enrollment Management Committee should be the organization that contains representatives of the major governance groups and, thus, is the focal point for implementing the outlined action steps | President, through the existing governance structure |
| **4.2 Apply KH's Strategic Cost Management model and enhanced enrollment management approaches** | • Develop strategies at the program and service level for closing the fiscal gaps through a variety of tactics, including more efficient delivery systems for teaching-learning and less reliance on State funding (e.g., contract education, community education, grants, etc.).<br>• Review the budgeting process and determine how to link the Strategic Cost Management model priorities to the budgeting priorities | Vice President, Instructional Services<br>Vice President, Student Services<br>Vice President, Administrative Services |

| Strategic Goal: Fiscal Stability and Diversification (Enrollment Management) and Revenue Diversification<br>Overall Responsibility: Vice President, Instructional Services | | |
|---|---|---|
| **Strategic Initiatives** | **Draft Objectives** | **Lead Responsibility** |
| **4.3 Diversity revenue sources** | • Increase dollars raised through fund-raising<br>• Pursue grant dollars, contract education, and other revenue sources as part of Economic and Workforce Development (discussed in Strategic Goal 2) | Executive Director, Foundation |
| **4.4 Implement a grant-writing function** | • Implement a centralized, GCCD-wide grant-writing function that can pursue economic and workforce development funding and other grants | President |

### Action Plan

Adopting a strategic approach to cost management requires that GCCD revisit and refocus its mission and evaluates programs and services against the goals of that mission. Revisiting a college's mission is no simple task because different programs and areas of the college offer different perspectives and interpretations of the mission. This task must be completed using participatory governance principles, without expecting a consensus regarding the outcome.

A strategic approach also requires that the institution look outside the boundaries of its four walls, and assess the strategic importance of its programs, facilities, and services in the broader context of the community. Only through this inside/outside perspective will the unique attributes and qualities of GCCD become apparent. In addition, this perspective is important in helping GCCD:

- Assess its position in the community – clearly a valued asset, based on the community survey conducted in the Fall 2009
- Understand ways in which external linkages and alliances may be used to reinforce these strategic linkages

GCCD has many entities involved in instructional program planning, including but are not limited to:

- Enrollment Management – chaired by the Vice President, Instructional Services, and Vice President, Student Services
- Program Review
- Academic Senate
- Curriculum Committee
- Division Chairs
- Deans
- Vice President, Instructional Services

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **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** | Vice President, Instructional Services | Governance Review Committee | October 2010 |
| **4.2 Apply KH's Strategic Cost Management Model and Enhanced Enrollment Management Approaches** | | | |
| **4.2.1 Develop a framework for defining programs in terms of how they meet GCCD's primary, secondary, and tertiary mission.** Program offerings should be mapped to correspond to the stratification of GCCD's mission.<br>• 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.<br>• The secondary mission relates to administrative and student service support functions that are critical for achieving the primary mission.<br>• A tertiary mission might be those programs that pertain to life-long learning, community education, contract education, etc.<br>This stratification provides the relative value of programs and services to GCCD's mission. | Enrollment Management Committee | Institutional Research<br>Vice President, Administrative Services<br>Academic Senate<br>Deans and Division Chairs | November 2010 |
| **4.2.2 Determine the relative "productivity" of programs and services.** Existing program offerings and services should be measured by whatever factors GCCD's information systems will support to determine relative productivity (e.g., productivity may be measured in terms of faculty load, FTES generated, WSCHs, load, support for matriculation goals, categorical funding levels versus actual costs, etc.). KH provided a macro-overview of what types of programs at GCCD appear to generate net revenues. | Enrollment Management Committee | Institutional Research<br>Vice President, Administrative Services<br>Academic Senate | July 2010 |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **4.2.3 Stratify the programs and services in terms of their mission and net revenue.** The resulting information may be displayed as a matrix to stratify program offerings, as per KH's Strategic Cost Management matrix. The outcome of this analysis is the identification of marginal performers, which drain GCCD resources without generating a corresponding return vis-à-vis GCCD's mission. The implication is not that all marginal performers are candidates for discontinuance. Rather, GCCD may explore ways to combine these programs with stronger counterparts, such as through a combination of small and larger departments, to retain the program offering. If additional revenues are available, GCCD can invest such funds as seed money for new programs. | Enrollment Management Committee | Institutional Research<br>Vice President, Administrative Services<br>Academic Senate<br>Deans and Division Chairs | July 2010; then ongoing |
| **4.2.4 Develop a strategy on how to improve continually the performance of programs and services vis-à-vis KH's Strategic Cost Management matrix**. Share result of the analysis with the involved internal stakeholders and engage them in developing strategies for potential improvements to close the gaps. Some of the ideas KH discussed to help improve effectiveness and efficiency of program and service delivery are:<br>• Rapid reengineering of business processes, including common forms and systems<br>• Delegated responsibility<br>• Elimination of the cost of mistrust – compliance and audit costs<br>• Target unneeded subsidies<br>• Investment in areas that matter<br>• Consolidation of programs, courses, and services<br>• Community and users' input regarding choices<br>• Objective assessment (e.g., Program Reviews)<br>• Performance measurements – different responses based on performance<br>• Increased flexibility in return for accountability<br>• Better or increased use of technology<br>• Simplification – elimination of unnecessary bureaucracy | Enrollment Management Committee | Institutional Research<br>Vice President, Administrative Services<br>Academic Senate<br>Deans and Division Chairs | July 2010; then ongoing |

| Action Step | Lead | Support | Timing |
|---|---|---|---|
| **4.2.5 Streamline the program review and approval process.** This action step relates to Strategy Goal 3 in terms of defining the core program and optimal way for students to progress through the curriculum in a timely manner. The process should adhere to community colleges' governance principles. | Vice President, Instructional Services | Academic Senate<br>Curriculum Committee<br>Program Review<br>Deans and Division Chairs | July 2011; then 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 staffing levels with other comparable institutions and establish standards regarding dollars raised per Full-Time Equivalent (FTE) Foundation staff member to determine optimal size and realistic fund-raising targets. | Executive Director, Foundation | | December 2010 |
| **4.3.2 Economic and Workforce Development.** Building on Strategic Goal 2, explore expansion of contract education program offerings on a fee-basis. | See Strategic Goal 2 | | |
| **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 | President | See Strategic Goal 2 | December 2011 |

# IV. Implementation of the GCCD Educational Master Plan

GCCD is committed to planning and the implementation of the Action Plans in the EMP. In addition, it has various documents that serve as foundations for this EMP:

- The Planning Booklet describes the College's planning and budgeting processes
- The Planning Handbook describes the college mission
- Prior Strategic Master Plans
- Prior EMPs
- Program Review process

## Ongoing Review of Progress Against Action Plans

Planning is not a one-time event that a College does in a given year to merely produce an EMP. The Strategic Plan for the EMP consists of four Action Plans that outline strategic initiatives for the next few years. The planning process must be an ongoing process. The Action Plans are a living document that requires review, updating, and refinement as action steps take place and GCCD gains more experience in the strategic change process, thereby benefiting from lessons learned.

### Overall Responsibility for Implementing the Action Plans

Campus Executive should have overall responsibility for the implementation of the EMP. Team B, a subgroup of Team A, should take the lead in monitoring the overall implementation process and ensuring linkage to the budgeting process.

Needless to say, the strategic initiatives are too massive for any single individual to achieve without extensive involvement of other stakeholders and constituents. With this understanding, GCCD should agree that the President has overall responsibility for implementing the Action Plan, with the oversight of each strategic initiative assigned to an appropriate individual. This assignment acknowledges the fact that each Action Plan may have others involved as a Responsible Party for specific Action Steps, but one Executive should have overall responsibility.

### Monitoring Critical Measures

The template below presents a format for GCCD to adapt each year, based on the final approved Action Plans and modifications made based on the prior year's experiences. It identifies critical measures in each Strategic Priority area and provides space to display prior performance (2007-2008 and 2008-2009), planned performance in the next academic year

(2010-2011), and projected improved performance (20011-2012 and 2012-2013). A target outcome measurement with a target completion date can be noted in the last column. GCCD will need to "populate" the table with available measurements and then establish achievable milestones and targets.

| Sample State-Suggested Measurements of Success[2] | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Target |
|---|---|---|---|---|---|---|
| **1 Student Awareness, Access, Persistence, and Success** | | | | | | |
| **Longer Term Success Factors – Lagging Indicators** | | | | | | |
| Annual number of transfers to four-year institutions | | | | | | |
| Transfer rate to four-year institutions | | | | | | |
| Annual number and percent of baccalaureate students graduating from the University of California or a California State University who attended GCCD | | | | | | |
| Annual number of degrees and certificates conferred by program | | | | | | |
| Increase in total personal income as a result of receiving a degree/certificate | | | | | | |
| | | | | | | |
| **Near Term Success Factors – Leading Indicators** | | | | | | |
| Annual number of basic skills improvements | | | | | | |
| Progress and achievement rate | | | | | | |
| Persistence rate | | | | | | |
| Annual successful course completion rate for CTE courses | | | | | | |
| Annual successful course completion rate for basic skills | | | | | | |

[2] Accountability Reporting for the Community Colleges (ARCC), cited in the California Community Colleges System Strategic Plan, *Executive Summary*, p. 11.

| Sample State-Suggested Measurements of Success[2] | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Target |
|---|---|---|---|---|---|---|
| courses | | | | | | |
| Percent of students with SEPs | | | | | | |
| ESL improvement rate | | | | | | |
| Basic skills improvement rate | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

### Semi-Annual Reviews and Updates

For each Strategic Priority, the Responsible Parties should work with the Executive Leader with overall responsibility to prepare semi-annual updates on progress made against the Action Plan. Team B should review these updates and share them with Team A and other governance bodies as appropriate. The Board of Trustees should receive at least annual updates on progress against the EMP and the Action Plans. Adjustments to the Action Plans should be made as agreed-to and as appropriate but typically should occur at the end of the planning year in preparation for the next year and as input to the budgeting process.

## Integration with GCCD's Other Plans and Planning Processes

GCCD has other planning documents that should be revised and updated so they are linked to the EMP, the strategic priorities, and the strategic action planning process. Key GCCD plans include:

| GCCD Planning Document | GCCD Planning Process | Lead Responsibility |
|---|---|---|
| **The Budget** | It is critical that the budgeting process is tied to the EMP Priorities and Initiatives. Without such a linkage, the planning process may stagnate and little can or is implemented. GCCD will need to sustain many of its operations in the budget, which are necessary for running a college. Other areas, though, will need to demonstrate how they support the strategic initiatives. The lack of ability to demonstrate a linkage to the strategic initiatives may cause some long-standing programs and services to receive less funding than others, which can directly show their impact on the strategic initiatives. The timing for some of the Action Steps may be modified, pending availability of funds during the budgeting process | Vice President, Administrative Services |
| **GCCD Strategic Plan for Instructional and Student Services** | The Action Plans, linked to the EMP, constitute the Strategic Plan and should be updated annually. | President |
| **Facilities Master Plan and Five-Year Capital Plan** | The EMP (for both the Verdugo Campus and Garfield Campus) should be linked to the Facility Master Plan (versus vice-versa) so that academic programs and student services have the necessary facilities to achieve the strategic priorities in the EMP. | Campus Executive |
| **Technology Plan** | IT is an important component to process improvements and related efficiencies. Effective use of IT to produce the necessary automated systems, reports, data, etc. are critical to the strategic initiatives and can directly support the EMP and Action Plans. | Vice President, Administrative Services |

| GCCD Planning Document | GCCD Planning Process | Lead Responsibility |
|---|---|---|
| **Human Resources Plan** | Human Resources planning and processes should support the EMP by addressing workforce analysis, including anticipated staff turnover for recruitment purposes, staff development and training, and related professional and staff requirements. | Associate Vice President, Human Resources |
| **Foundation Plan** | GCCD's Foundation is also an integral partner in the achievement of the EMP, particularly as GCCD embarks on diversifying its funding sources for revenue enhancement and develops its relationships with the GCCD community. | President |
| **Organizational Structure** | GCCD's organizational structure should support its EMP and strategic initiatives. | President |
| **Student Services Strategic Plan 2008-2014** | Student Services and its other plans (counseling, programs, services, and infrastructure) should also be linked. | Vice President, Student Services, and Deans/Directors |
| **Other Plans** | Some of the other plans that should also be linked to the EMP are:<br>• Library and Learning Resources Plan<br>• Student Equity Plan<br>• Credit Matriculation Plan<br>• Noncredit Matriculation Plan<br>• Cultural Diversity Plan<br>• Distance Education Plan<br>• Individual unit plans<br>• Accreditation Self-Study Planning Agenda<br>• Workforce, economic, and community development<br>• Student Learning Outcomes (SLOs)<br>• Faculty and Staff Development Plan<br>• Program Review | Vice President, Academic Services, and Deans |

Similar to the EMP, these plans should be reviewed at least annually. All the plans should cover at least three academic years and each year be extended another year as part of an ongoing planning process with continuous feedback and refinement.

# Appendices

# Appendix A: Planning Efforts and Documents Reviewed to Date

Since the 1980s, GCCD has developed impressive planning documents:

- The Strategic Master Plan (SMP), described as a "high level" document that outlines GCCD's goals and direction for the next 5-6 years and revised on a six-year cycle
- The EMP, which is a set of unit-level plans for instructional programs and student services units, is responsive to the mission statement and Strategic Master Plan, and defined unit goals for the next 3-5 years

Every year, GCCD sets budgeting priorities by defining annual goals based on:

- Strategic Master Plan
- EMP
- Other college plans

GCCD has been honing the planning process to include:

- Program-level planning
- Program Review
- Linkage to resource allocation through the annual budget process

Because each department and division can develop its own unit plans and because Program Review and accreditation entails a detailed review of such plans, GCCD was lacking an EMP that had a strategic focus regarding high-priority areas that require new directions and involve multiple organizational units. In addition, the Garfield Campus recently acquired Education Center status from the Board of Governors, warranting a focused strategy for its future. Because the Verdugo Campus and Garfield Campus are part of one system – GCCD – it was decided that there should be a single EMP that focused on how to make the teaching-learning experiences of the credit and noncredit students more seamless.

Therefore, this EMP builds on these plans and integrates them so that GCCD can have a more unified approach in going forward. The entire document is the EMP and the Action Plans are the strategic planning components for the instructional and student services areas for the next three years.

### Prior 2008-2014 Strategic Master Plan Strategic Priorities

The intent of the EMP is to build on the prior planning efforts. To identify the EMP strategic priorities and to develop Action Plans to address those priorities, GCCD adapted the goals identified in the 2008-2014 Strategic Master Plan to a strategic mapping process.

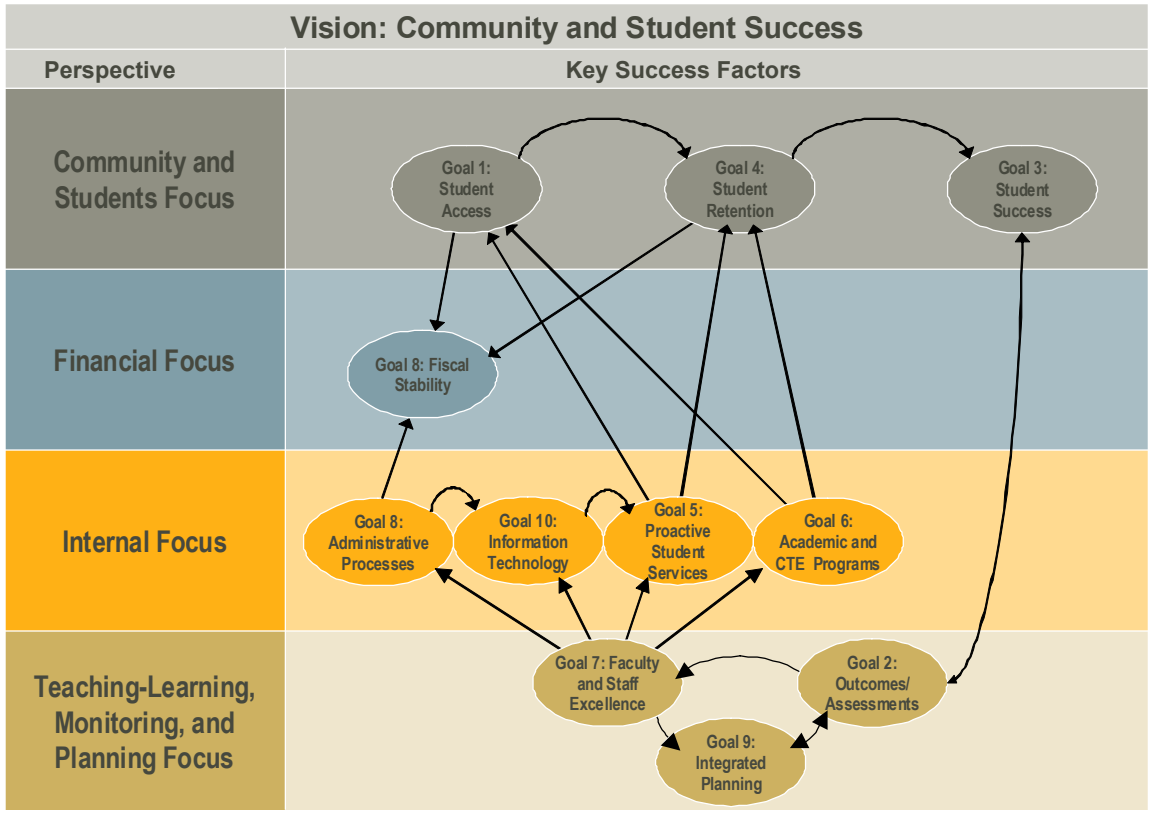
### Prior Goals

The original 2008-2014 Strategic Master Plan goals were:

| |
|---|
| **Goal 1**: Provide access for students, including under-represented groups in the communities that GCCD serves, who can benefit from any one of the several instructional paths the college offers (transfer, degrees, or certificates; academic career and technical education; non credit; and personal development). |
| **Goal 2**: Develop and implement SLOs and Assessments at the course, program, and campus levels in order to help our students achieve success. |
| **Goal 3**: Increase and improve the quantity, quality, and variety of learning opportunities that promote student success. |
| **Goal 4**: Increase student retention and success by strengthening student connections with the college and responding to student needs. |
| **Goal 5**: Streamline and enhance the delivery of Student Services by focusing on proactive services. |
| **Goal 6**: Expand the academic and the career and technical education programs offered on the Verdugo Campus and the Garfield Campus. |
| **Goal 7**: Increase faculty and staff excellence in all aspects of college operations. |
| **Goal 8**: Improve administrative efficiency and effectiveness and fiscal stability. |
| **Goal 9**: Improve the integration of the planning process. |
| **Goal 10**: Upgrade the college's IT infrastructure and its management information system. |

## 2008-2014 Strategy Map

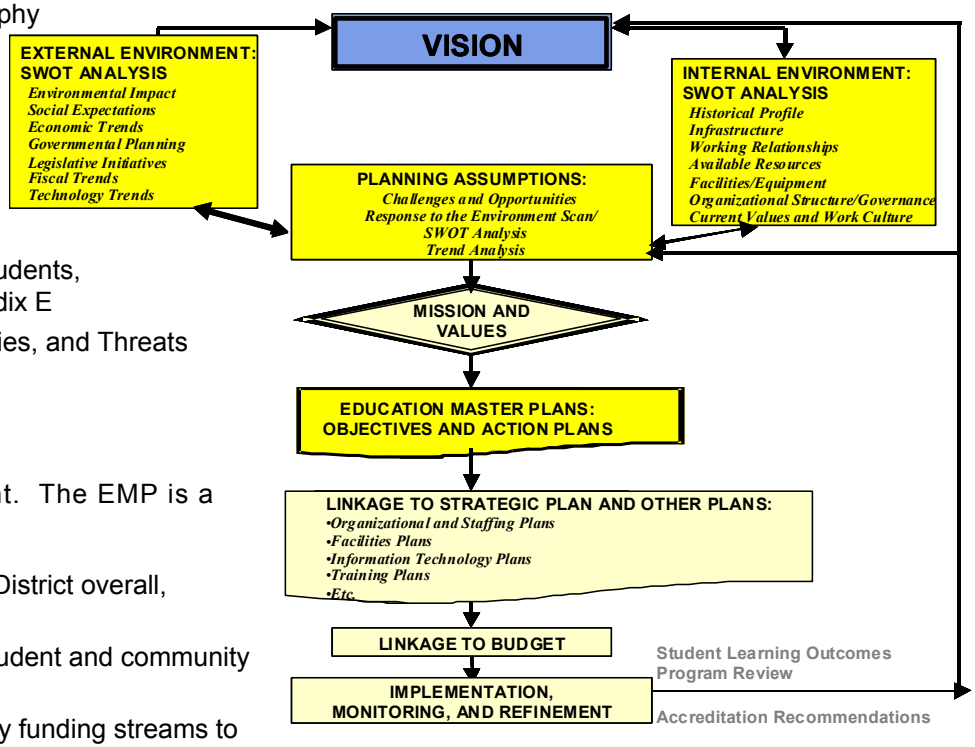
The following Strategy Map illustrates how the 2008-2014 goals were organized to clarify strategic foci and linkages.



## Planning Process

To develop the EMP, GCCD retained KH Consulting Group (KH) to assist in the process. During the 2009-2010 academic year, GCCD embarked on an aggressive planning process, including:

- Document Review, refer to Appendix A for the bibliography
- External trends and demographics, highlighted in Appendix B
- Online Community Survey with 2,074 participants, summarized in Appendix C
- Community Leadership Forum, summarized in Appendix D
- Internal interviews and focus groups with 164 GCCD students, administration, faculty, and staff, summarized in Appendix E
- Internal analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT), contained in Appendix F
- Team A Retreat
- Action Planning Workgroups




GCCD applied KH's Planning model, displayed to the right. The EMP is a unified document for:

- **GCCD Overall** – define the long-term directions of the District overall, particularly in light of today's fiscal challenges
- **Verdugo Campus** – ensure it remains responsive to student and community needs
- **Garfield Campus** – develop a strategy to ensure steady funding streams to meet its student and community demands, particularly since it just obtained education center status

## Documents Reviewed


2000 United States Federal Census.

2009-10 Final Budget. PowerPoint.

A Summary of the Planning Process. Prepared by Jean Lecuyer. http://www.glendale.edu/masterplan/PlanningProcess.htm

Accreditation – Previous Recommendations: Status 2009.

Campus Profile 2008. Prepared by GCCD Research and Planning. September 2008. 77pp.

Campus Views 2007: Results of the 2007 Faculty/Staff Survey. Prepared by GCCD Research and Planning. 54pp.

Campus Views 2008: Results of the 2008 Faculty/Staff Survey. Prepared by GCCD Research and Planning. 34pp.

Campus Views 2009: Results of the 2009 Faculty/Staff Survey. Prepared by GCCD Research and Planning. 68pp.

City of Glendale Department of Development Services Major Projects. November 2006. 13pp.

Communication Plan – Assignments. July 23, 2009.

Community Profile 2008. Prepared by GCCD Research and Planning. 24pp.

Core Competency Rubric: Glendale Community College.

Garfield Student Handbook.

Glendale College Educational Master Plan 1998. Approved by the Glendale Community College Board of Trustees January 26, 1998. 14pp.

Glendale College Educational Master Plan 2003-2009. http://www.glendale.edu/masterplan/PL2003FinalPlanVF1a.htm 23pp.

Glendale College Educational Master Plan 2006-2011. Prepared by: Kathy Flynn, GCCD Master Plan Coordinator 2004-2005, Peggy Renner, GCCD Master Plan Coordinator 2005-2006, Steven White, Vice President, Instructional Services. 236pp.

Glendale Community College Annual Goals for 2008-2009. February 20, 2008

Glendale Community College Annual Goals for 2009-2010. Draft January 27, 2009.

Glendale Community College Catalog 2009-2010.

Glendale Community College Governance Policy. Document http://www.glendale.edu/index.aspx?page=121. November 3, 2009.

Glendale Community College Mission Statement.

Glendale Community College Organizational Chart.

Glendale Community College Planning Booklet 2008-2009. 8pp.

Glendale Community College Planning Handbook 2008-2009. 26pp.

Glendale Community College Statement of Core Values.

Glendale Community College Strategic Master Plan 2003-2009: Updated Goals & Strategies, 2005-2006. January 16, 2006.

Glendale Community College Team A Prioritization of Budget Foci. January 17, 2007.

Glendale Community College Two Year Faculty & Staff Development Plan and Self Study 2006 – 2008. 40pp.

Glendale's Demographic s Demographic Characteristics 2008. PPT prepared by the Glendale Chamber of Commerce. October 2008. 14 slides.

Governance Committees. As of June 2009.

http://www.ci.glendale.ca.us/dev-svcs/default.asp

http://www.glendale.edu/

http://www.glendalechamber.com/

http://www.professionaldevelopmentcenter.com/

Institutional Self Study Report in Support of Reaffirmation of Accreditation. Submitted by Glendale Community College District to Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges. First Draft: September 14, 2009. 288 pp.

Lab College Services Building. PPT prepared by: Spencer Hoskins and Associates Architecture and Planning. May 20, 2009. 13 slides.

Matriculation Services and Student Success: A Comparison of Student Outcomes for Students Receiving and Not Receiving Matriculation Services. Draft January 13, 2003.

Matriculation Services and Student Success: A Comparison of Student Outcomes for Students Receiving and Not Receiving Matriculation Services (2005 Update). Draft September 28, 2005.

Recommended Modifications to the Strategic Master Plan/ Recommended Changes to Program Review (Attachment C). August 2006. 2pp.

Strategic Master Plan 2008-2014. 24pp.

Strategic Master Plan in its Shortest Form.

Student Services Strategic Plan 2008-09. As of June 16, 2009. 7pp.

Student Services Student Learning Outcomes. As of July 1, 2009. 14pp.

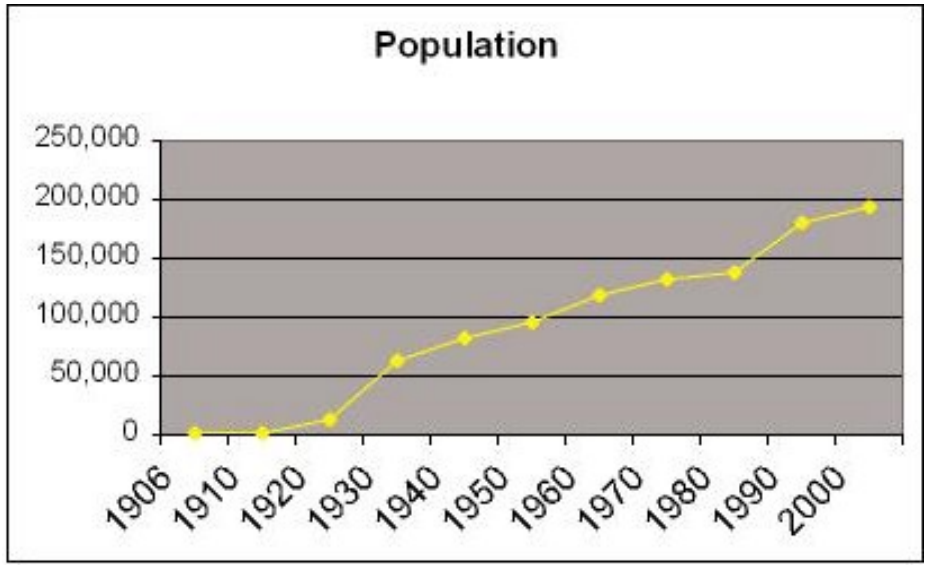
# Appendix B: External Scan – Demographic Trends

### 2000 Census Data

The following data was obtained from the U.S. Bureau of Census and from the Department of Finance unless otherwise cited. Additional analysis of the Census, related socioeconomic information, and detailed residential development activity may be found in other Planning Department reports and publications.

### Population Growth

Although Glendale's population grew very quickly in the 1920s and '30s, the City's population growth rate has been declining as the City's available vacant land is developed.



Glendale's population grew by less than 7,000 people between 1970 and 1980. Much higher growth occurred in the 1980's, when the population increased from 139,060 to 180,038, an increase of 40,978 people. This increase was likely due to several factors: new and higher density multi-dwelling residential development, federal tax policy that promoted multi-family development, immigration resulting from international crises and an increase in household size. Growth slowed in the 1990's with an increase of 14,935 people. According to the 2000 Census, a total of 194,973 people were in Glendale, an increase of over 55,000 people since 1980. The California Department of Finance also provides annual population estimates. Following are the most recent estimates:

| YEAR | POPULATION |
|---|---|
| 1/1/2003 | 202,420 |
| 1/1/2004 | 204,844 |
| 1/1/2005 | 205,746 |
| 1/1/2006 | 205,876 |
| 1/1/2007 | 206,007 |
| 1/1/2008 | 207,157 |
| 1/1/2009 | 207,303 |

Population Trends
Glendale and Surrounding Areas

| | Population | | | Increase 1980-2000 | |
|---|---|---|---|---|---|
| | 1980 | 1990 | 2000 | Number | Percent |
| **Glendale** | **139,060** | **180,038** | **194,973** | **55,113** | **40.2** |
| Burbank | 84,625 | 93,643 | 100,316 | 15,691 | 18.5 |
| La Canada Flintridge | 20,153 | 19,378 | 20,318 | 165 | 0.8 |
| City of Los Angeles | 2,966,850 | 3,485,398 | 3,694,820 | 727,970 | 24.5 |
| Pasadena | 118,550 | 131,591 | 133,936 | 15,386 | 13.0 |
| South Pasadena | 22,681 | 23,936 | 24,292 | 1,611 | 7.1 |
| Los Angeles County | 7,477,503 | 8,863,164 | 9,519,338 | 2,041,835 | 27.3 |

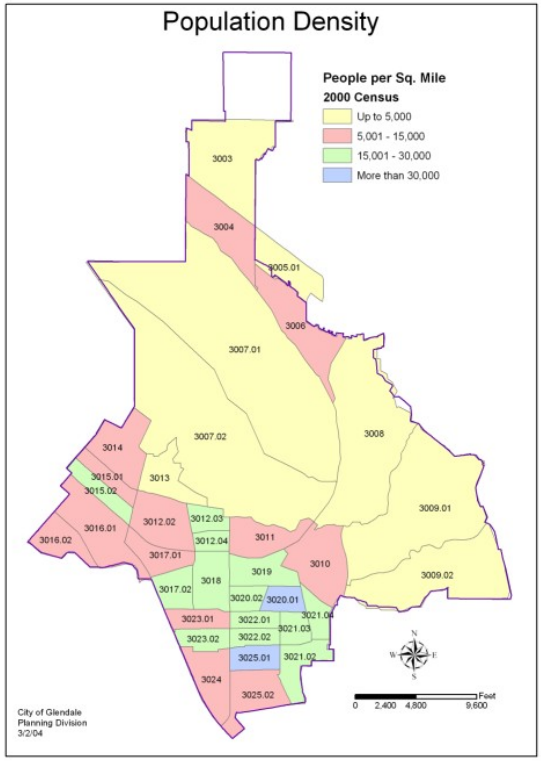
Source: 1980-2000 U.S. Census

**Glendale Compared to other Areas**

Between 1980 and 2000, Glendale grew significantly more than neighboring areas. Glendale grew at about the same rate in the 1990's as the County: 8.3% vs. 7.4%. Newer cities in the County grew at much higher rates. Santa Clarita grew by 36.2% and Palmdale by 69.5%.

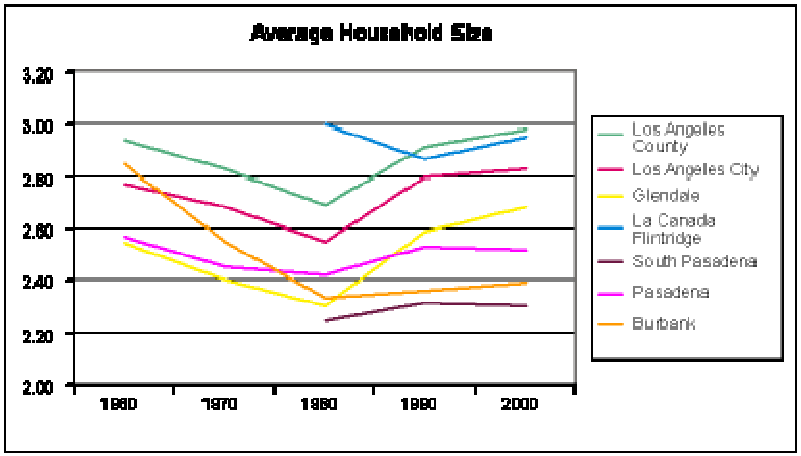
## Population Density

The population density in the city has also increased over time as available land has been developed. The overall density for the city is 6,373 people per square mile, but this varies widely--hillside areas have densities as low as 1,133 people per square mile while some Census tracts near downtown exceed 30,000 people per square mile.




## Household Size

As the population of the region has increased, the average size of households has been on a downward trend. As the following table shows, this trend changed abruptly in the 1980's when average household size rose dramatically.



| Average Household Size | | | | | |
|---|---|---|---|---|---|
| | **1960** | **1970** | **1980** | **1990** | **2000** |
| Los Angeles County | 2.94 | 2.83 | 2.69 | 2.91 | 2.98 |
| Los Angeles City | 2.77 | 2.68 | 2.55 | 2.80 | 2.83 |
| **Glendale** | **2.54** | **2.40** | **2.30** | **2.59** | **2.68** |
| Burbank | 2.85 | 2.55 | 2.33 | 2.36 | 2.39 |
| Pasadena | 2.57 | 2.45 | 2.42 | 2.53 | 2.52 |
| La Canada Flintridge | | | 3.00 | 2.87 | 2.95 |
| South Pasadena | | | 2.24 | 2.31 | 2.30 |

Source: U.S. Census

Some of the causes for the increase in household size may include an increase in the prevalence of extended families due to recent immigration, an increase in births, and the high cost of housing. A high cost of housing may cause young adults to continue to live with parents, or unrelated persons can share a housing unit to cut living expenses such as rent or utilities.

The increase in household size that began in the 1980's tapered off in the 1990's. This trend is expected to continue as the "baby boom" generation ages and as the immigrant population that arrived in the 1980's becomes more financially secure and more integrated into the local social fabric.

The aging of the baby boom generation, and the temporary influence of the wave of immigration of the 1980's, is reflected in the rising median age of residents in Glendale:

- 1980: 35.7
- 1990: 34.3
- 2000: 37.5

The lower median age in 1990 represents data from the 1980's and likely results from a large percentage of immigrants from that period having more children compared to existing residents. This dip in the median age quickly reversed itself; a rising median age is the most likely trend for the future according to experts on population trends.

## Income and Poverty

Glendale is a study in contrasts in terms of income levels and poverty rates. Although there are areas in the city where median household incomes exceed $100,000 per year, some Census tracts have median incomes of just over $17,000 per year.

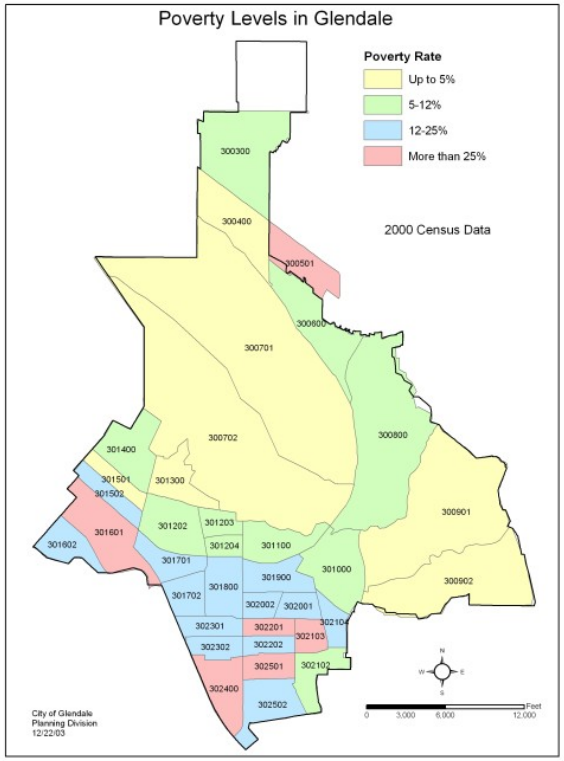
The median household income for Glendale lags behind that of other local cities and even the County.

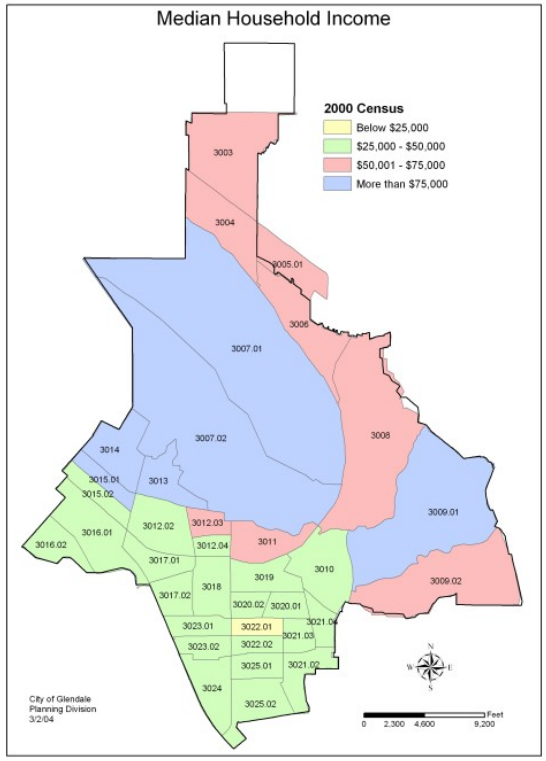
There are also significant amounts of poverty, especially in the Census tracts located in the southern and central parts of the city.

**Median Household Income**

| | 1989 Income | 1999 Income |
|---|---|---|
| La Canada Flintridge | $78,965 | $109,989 |
| South Pasadena | $43,043 | $55,728 |
| Burbank | $35,959 | $47,467 |
| Pasadena | $35,103 | $46,012 |
| Los Angeles County | $34,965 | $42,189 |
| **Glendale** | **$34,372** | **$41,805** |
| Los Angeles City | $30,925 | $36,687 |

Source: U.S. Census

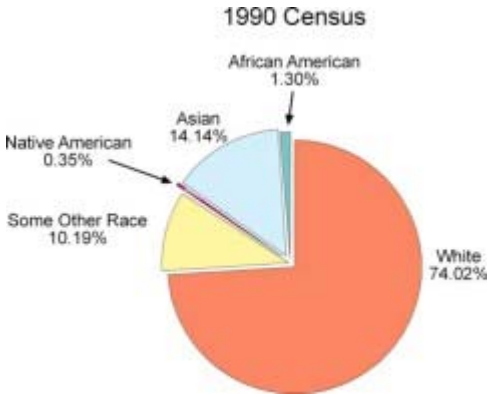


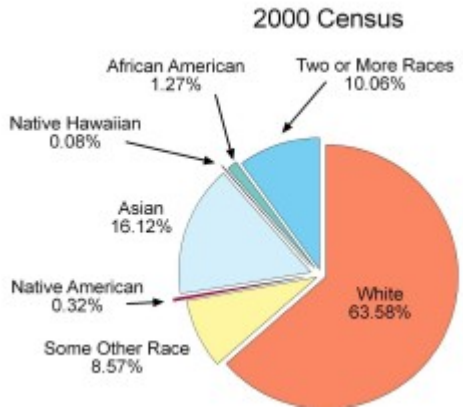



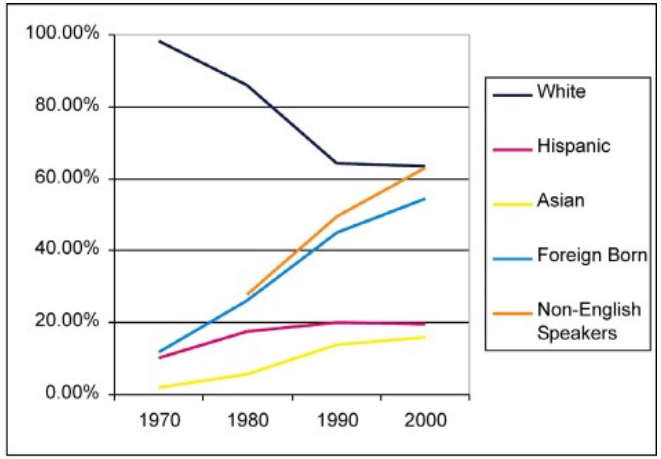
## Racial and Ethnic Characteristics

Whereas in the past Glendale might have been thought of as a city largely composed of one racial group, the following graphs show that, today, Glendale is a very diverse community. It is notable that while the percentage of White residents dropped by approximately 10%, this was balanced by an equal number of people who defined themselves as being of Two or More Races. This was a new racial category introduced by the Census Bureau in 2000 and allowed respondents greater flexibility in how they define themselves. It is quite possible that Glendale did not lose any White residents between 1990 and 2000--they merely redefined themselves.

**Changing Racial Composition--1970 to 2000**



Armenians are not the only significant ethnic group in the city. The following table shows that large numbers of Hispanics and Asians also call Glendale home.

| Ethnic Groups in Glendale | | | | |
|---|---|---|---|---|
| | 1990 | | 2000 | |
| Total Population | 180,038 | 100% | 194,973 | 100% |
| Armenian | 30,700 | 17% | 53,000 | 27% |
| Hispanic | 37,731 | 21% | 38,452 | 19% |
| Asian | 25,453 | 14% | 31,587 | 16% |

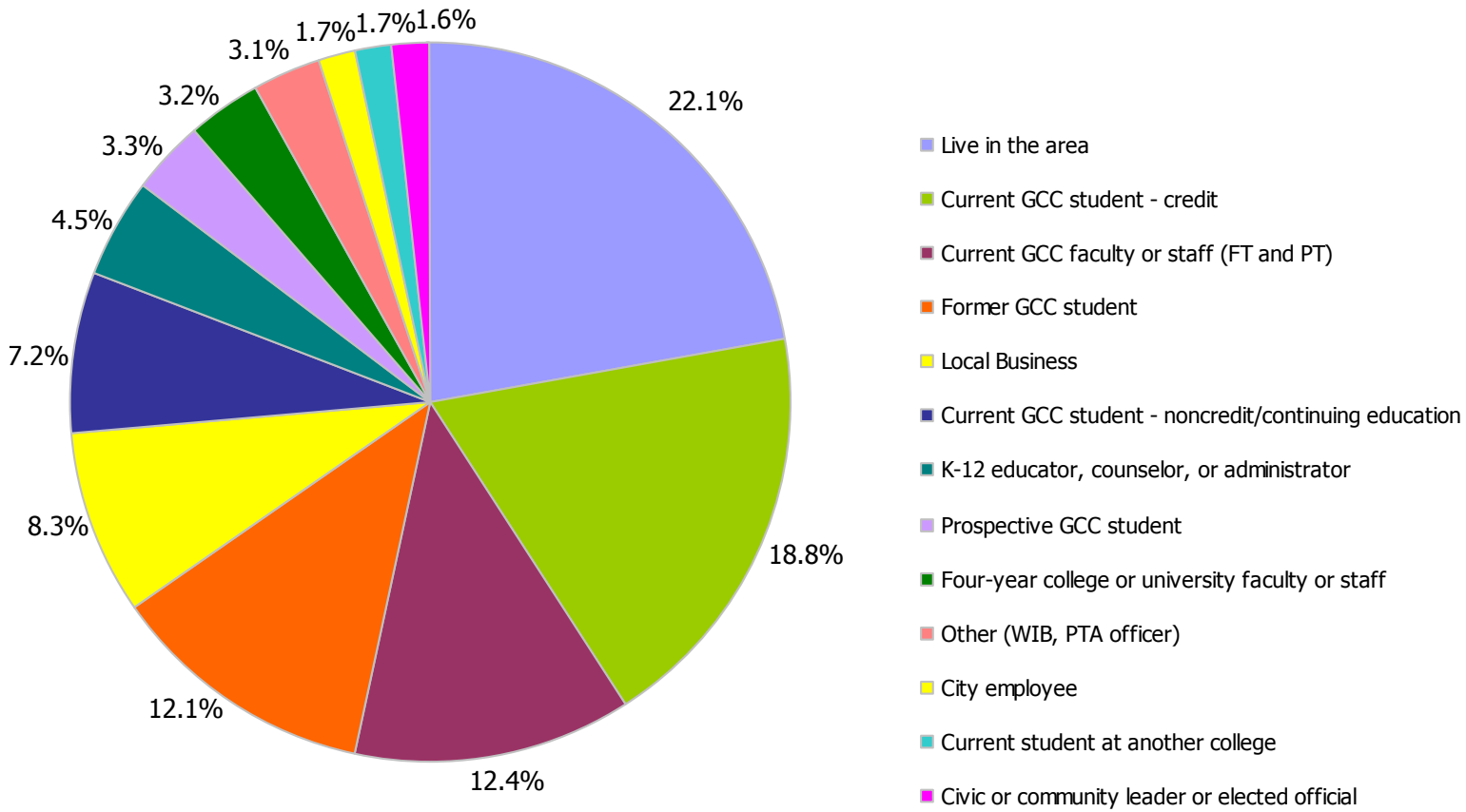
## The Future of Glendale

Glendale has grown from a small suburb of Los Angeles into a thriving, cosmopolitan city in its own right. The City experienced high rates of growth both in the 1920's and the 1980's but this is unlikely to be repeated. According to current estimates, Southern California is expected to grow by some 5.4 million additional people by the year 2030. The City's population is currently around 203,000. Glendale is likely to experience a share of the regional growth but at a slower rate than in the past (40,000 people added in the 1980's compared to 20,000 over the next 25 years.)

| Glendale 2000-2030 | | | |
|---|---|---|---|
| | 2000 | 2010 | 2030 |
| **Population** | 195,800 | 207,200 | 221,800 |
| **Households** | 71,800 | 74,100 | 80,200 |
| **Employment** | 85,700 | 90,500 | 102,900 |

# Appendix C: Community Survey Results

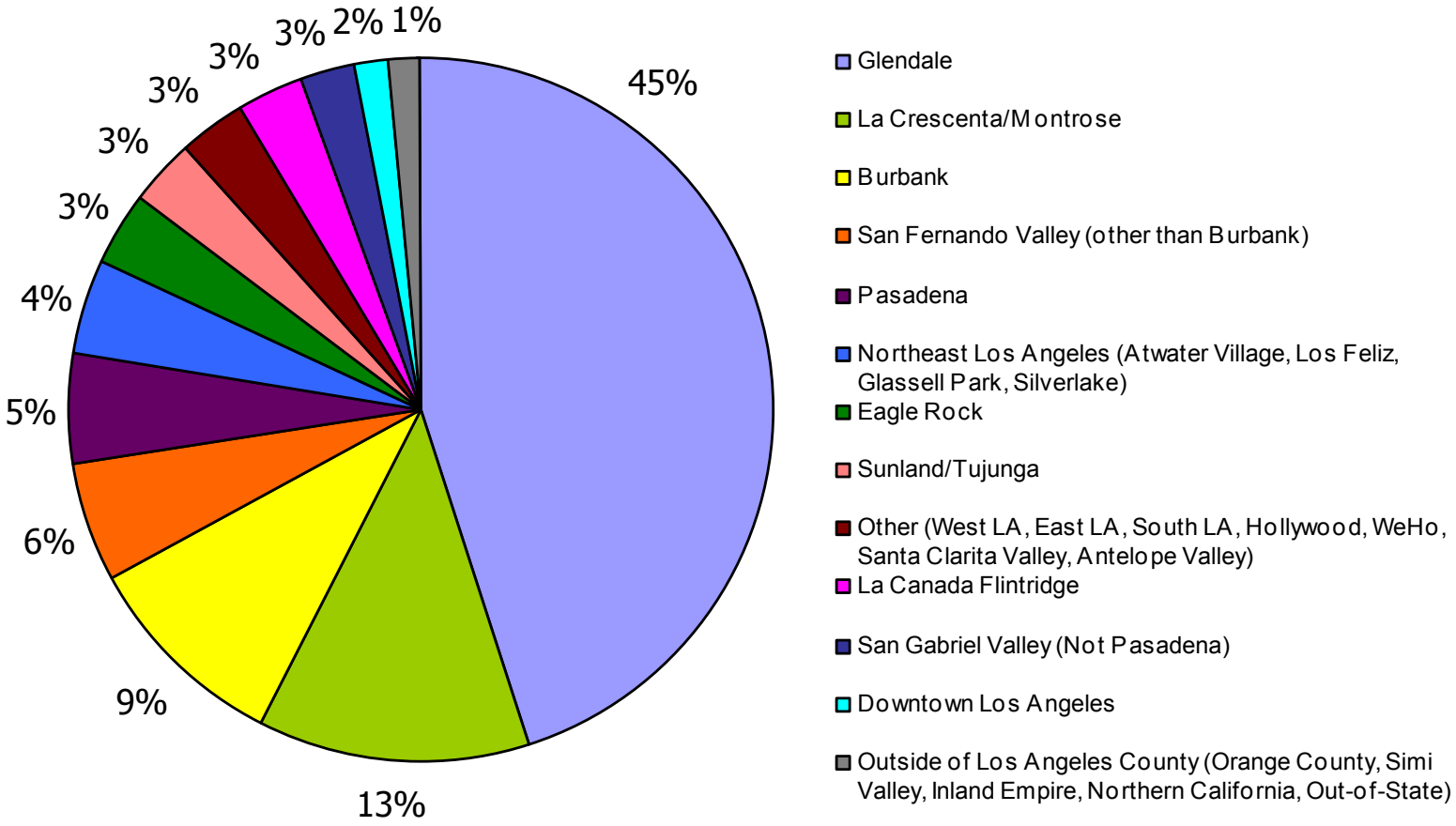
## Participant Profile: Affiliation to GCCD



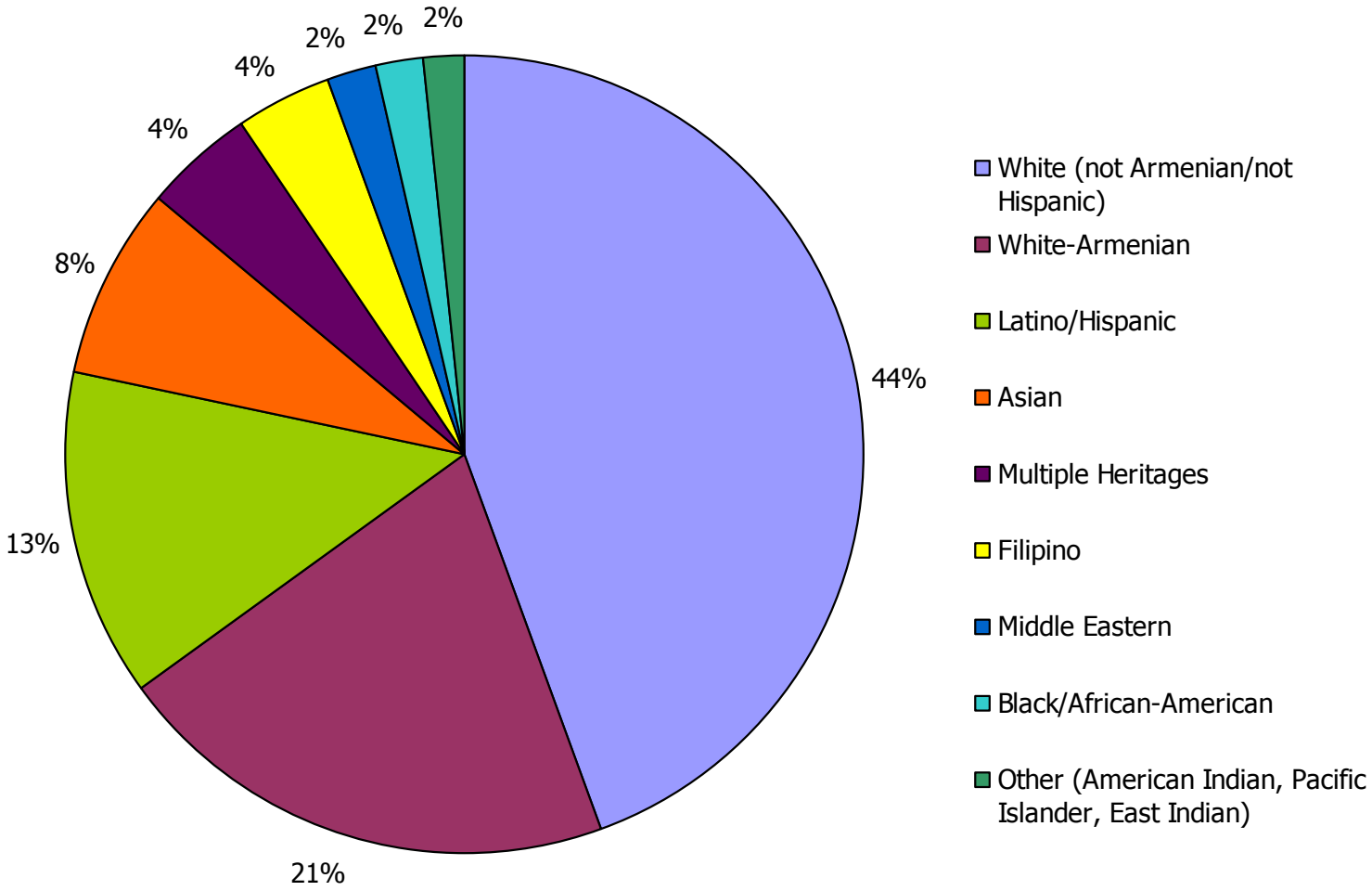
Other identified affiliations included:

- Family of current GCCD student
- Family of former GCCD student
- Family of prospective GCCD student
- Former GCCD faculty or staff
- GCCD Foundation Board
- Local Non Profit
- Local or state government representative
- Other Community College faculty, staff, or administration
- Prospective GCCD instructor

## Participant Profile: Geographic Locations

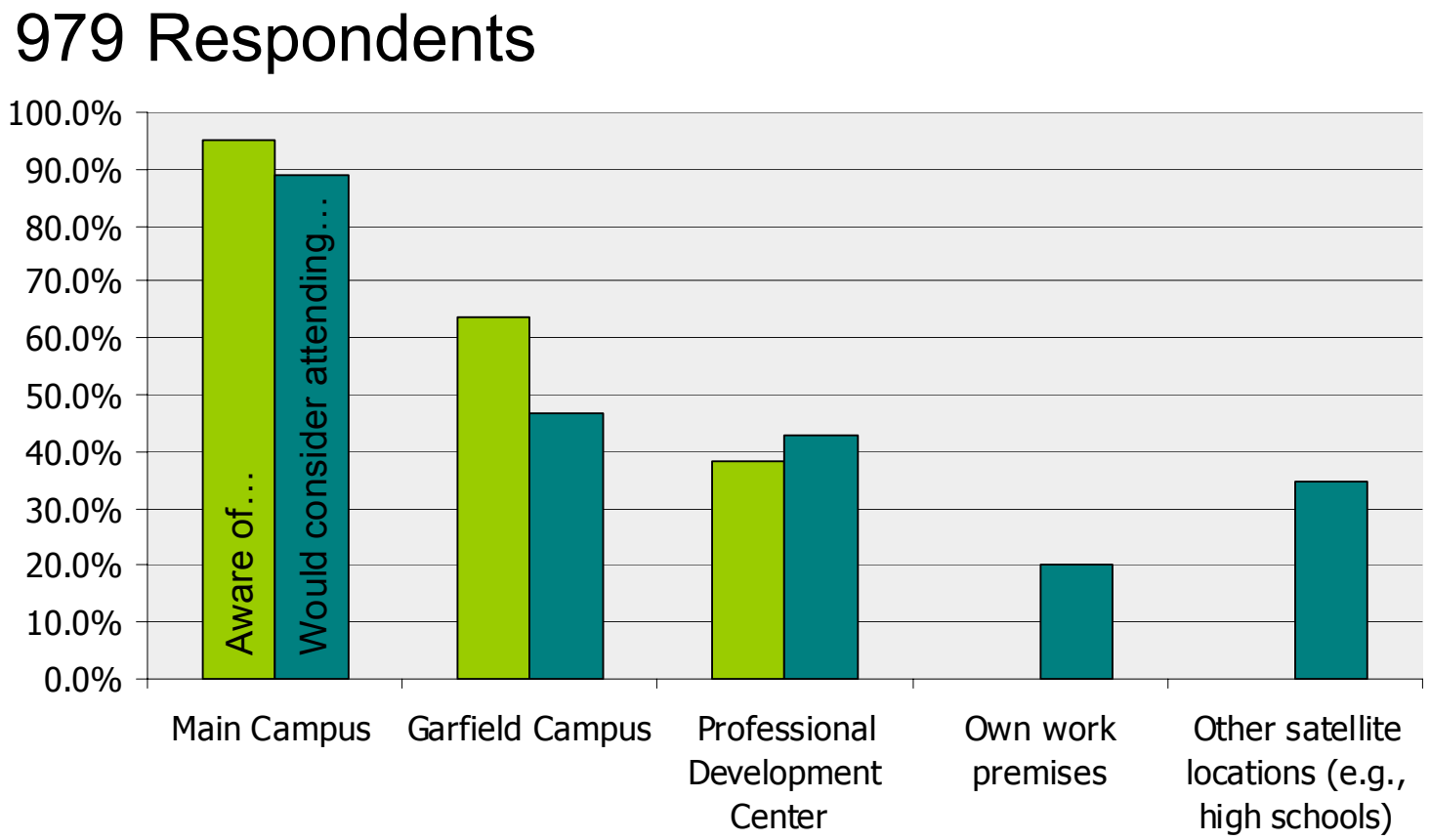


## Participant Profile: Ethnic Origin



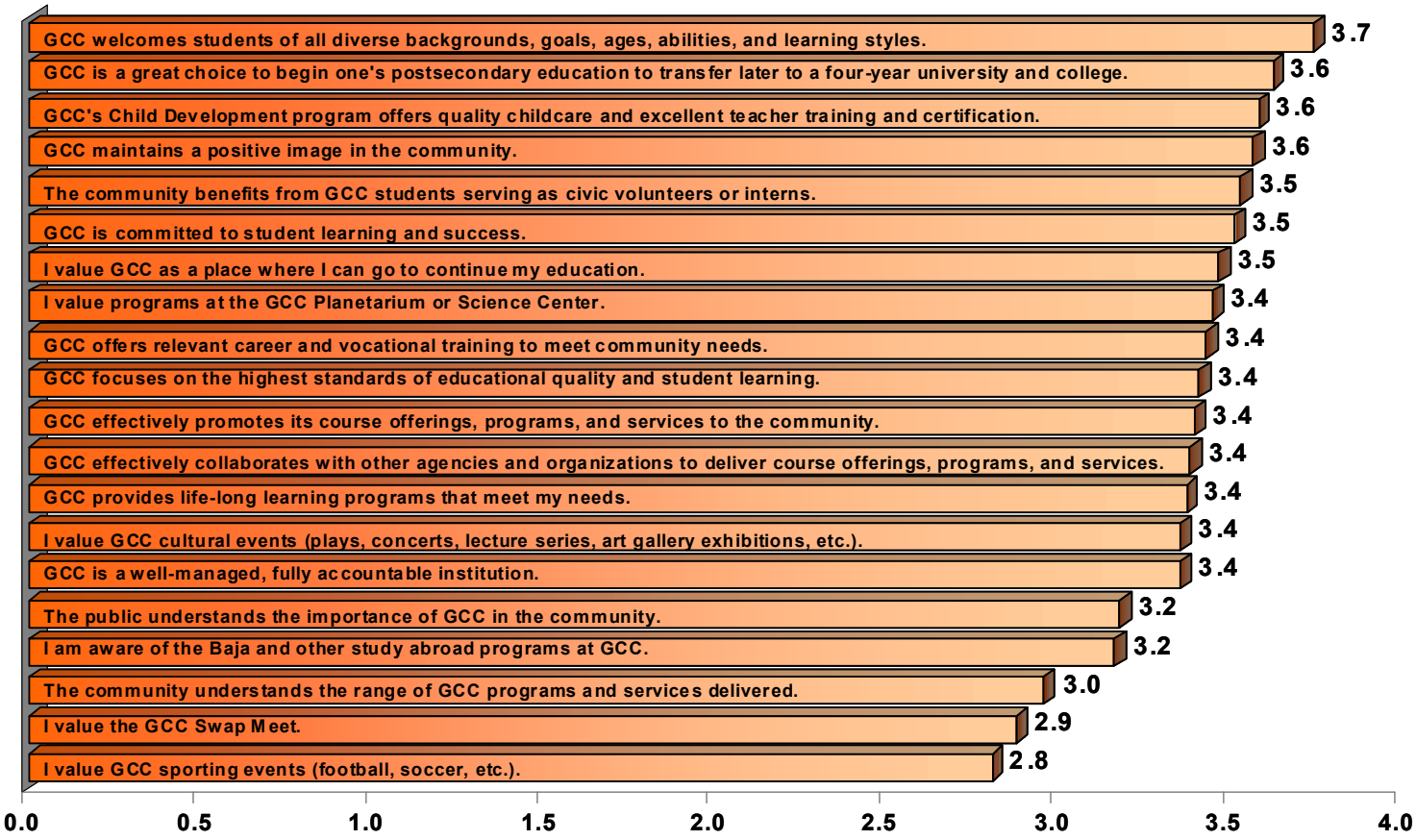
### Survey Participant Awareness of & Consideration to Attend GCCD Sites

Survey participants identified the GCCD campuses that they are aware of and where they would consider attending courses.



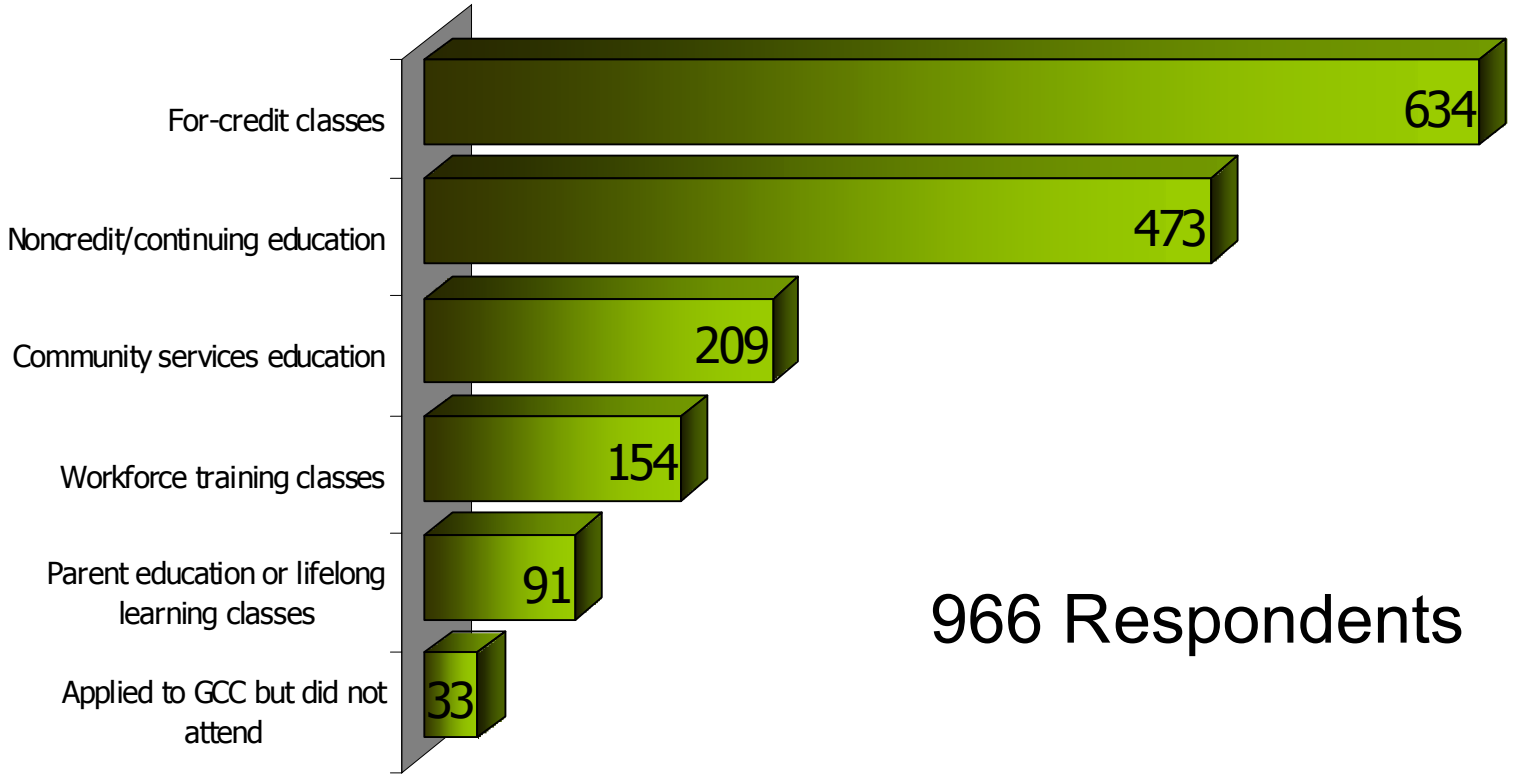
## Survey Participant Valuation of GCCD

Survey participants indicated their agreement with a variety of value statements about GCCD on a scale of 1 to 4, 4 being strongly agree.



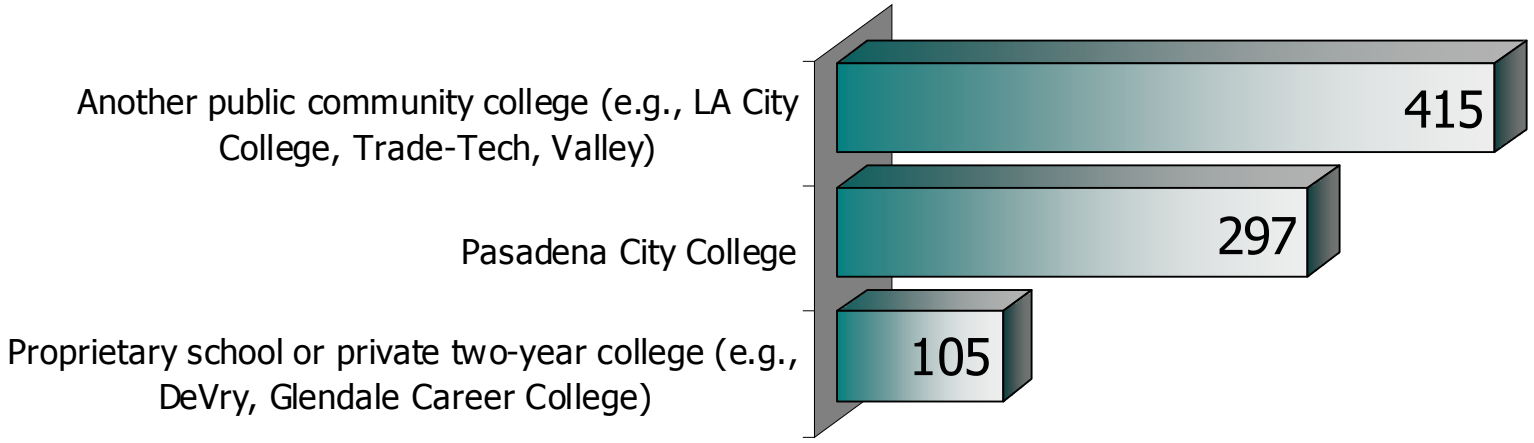
### Classes Taken at GCCD

Survey participants identified the kinds of classes they have taken at GCCD.



### Other Schools Attended

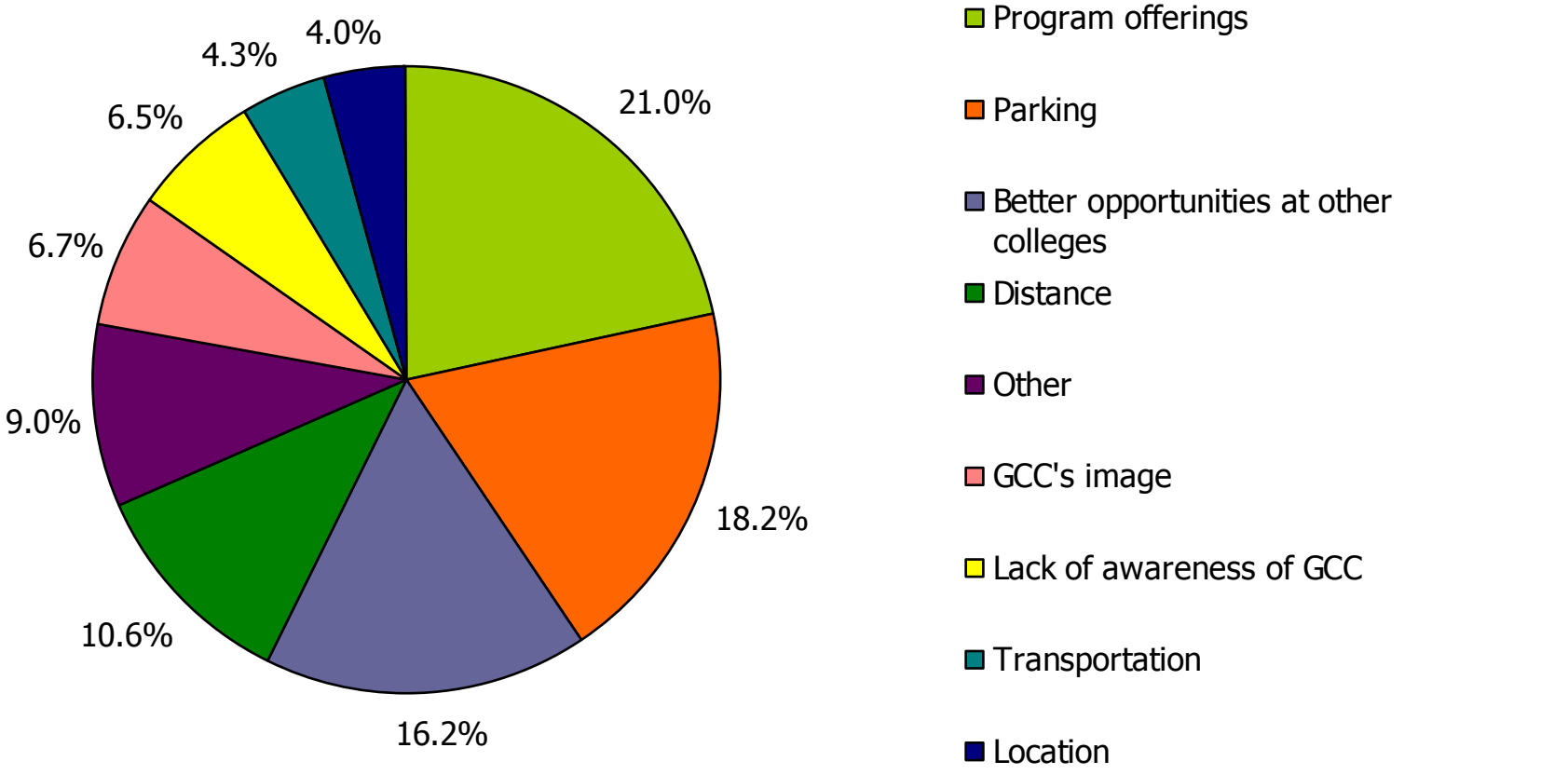
Survey participants what schools they have attended other than GCCD.




625 Respondents

### Reasons for Not Attending GCCD

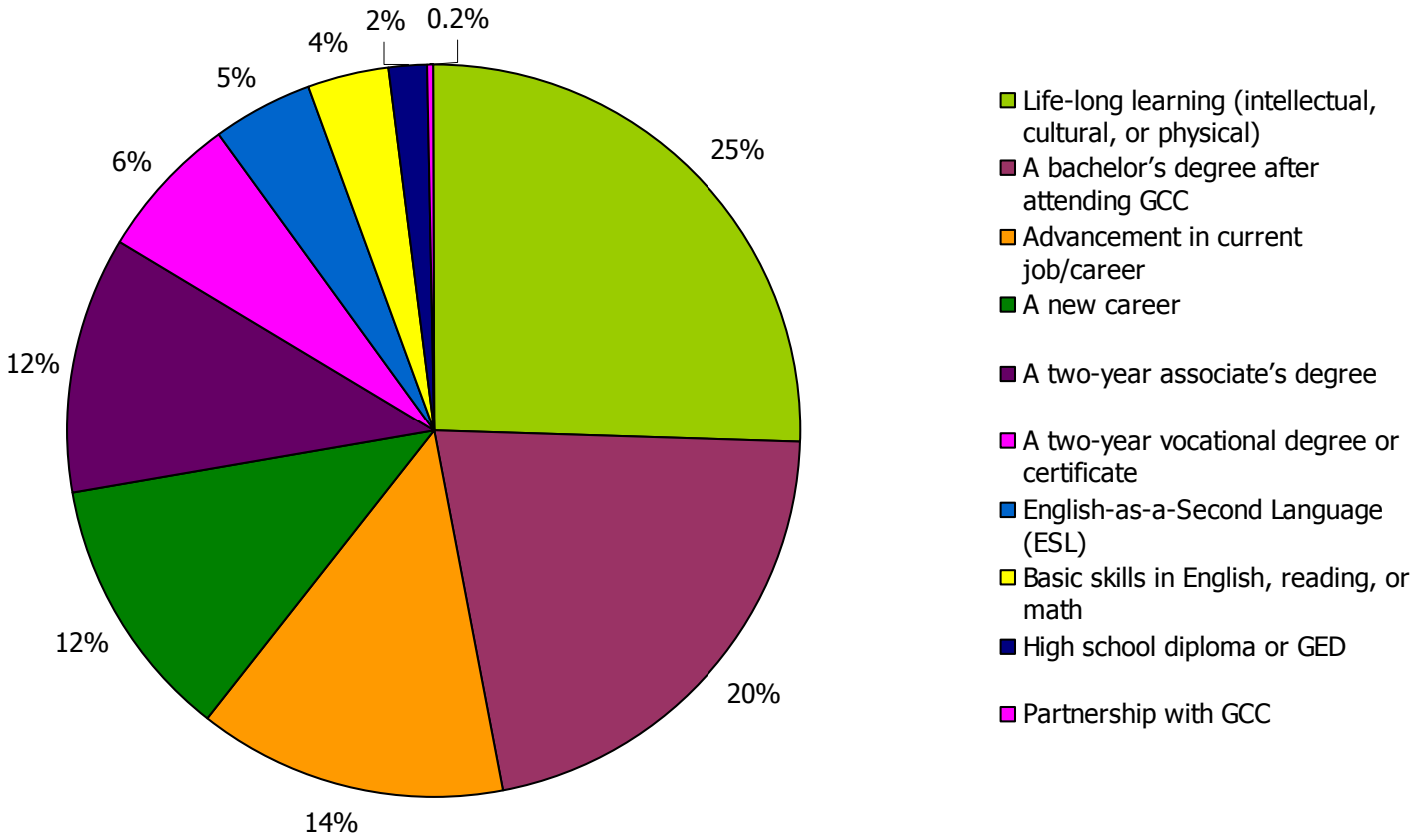
Survey participants identified reasons for not attending GCCD, if any.



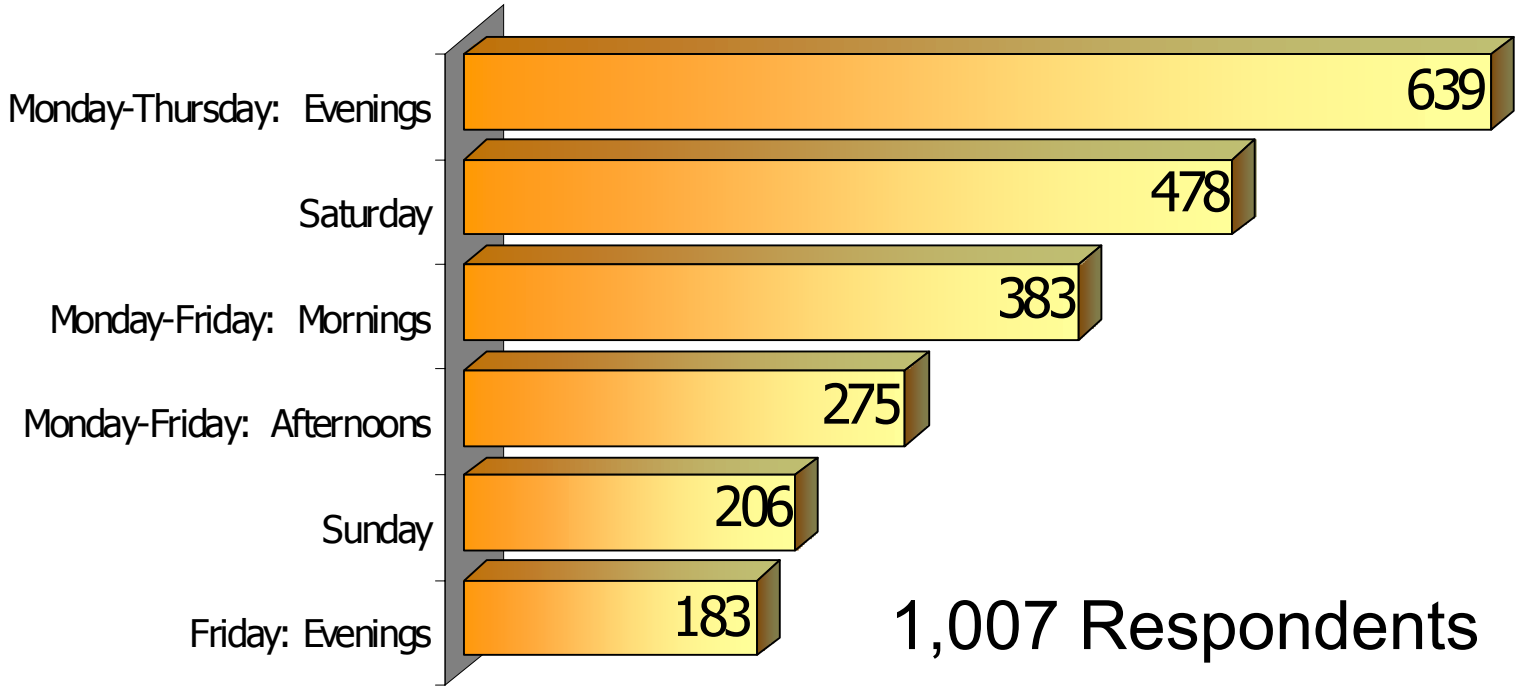
Other reasons identified include:

- Not enough time
- Discrimination/lack of diversity
- A variety of personal reasons
- Went to a 4-year institution
- Smoking on campus
- Lack of quality instruction/student support
- Expense/can't afford

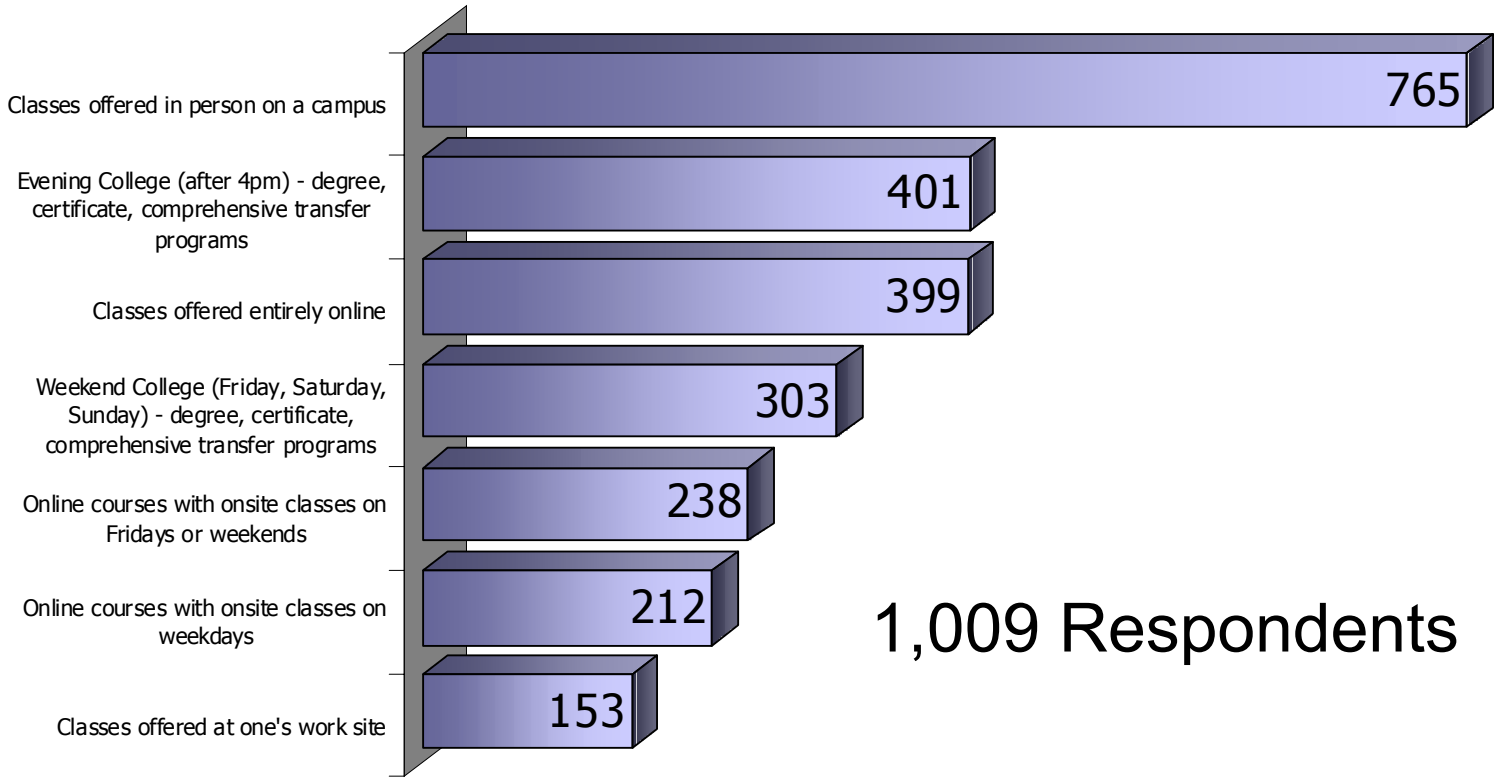
## Survey Participant Interest in Attending GCCD



**Survey Participant Preferred Time to Take Classes at GCCD**



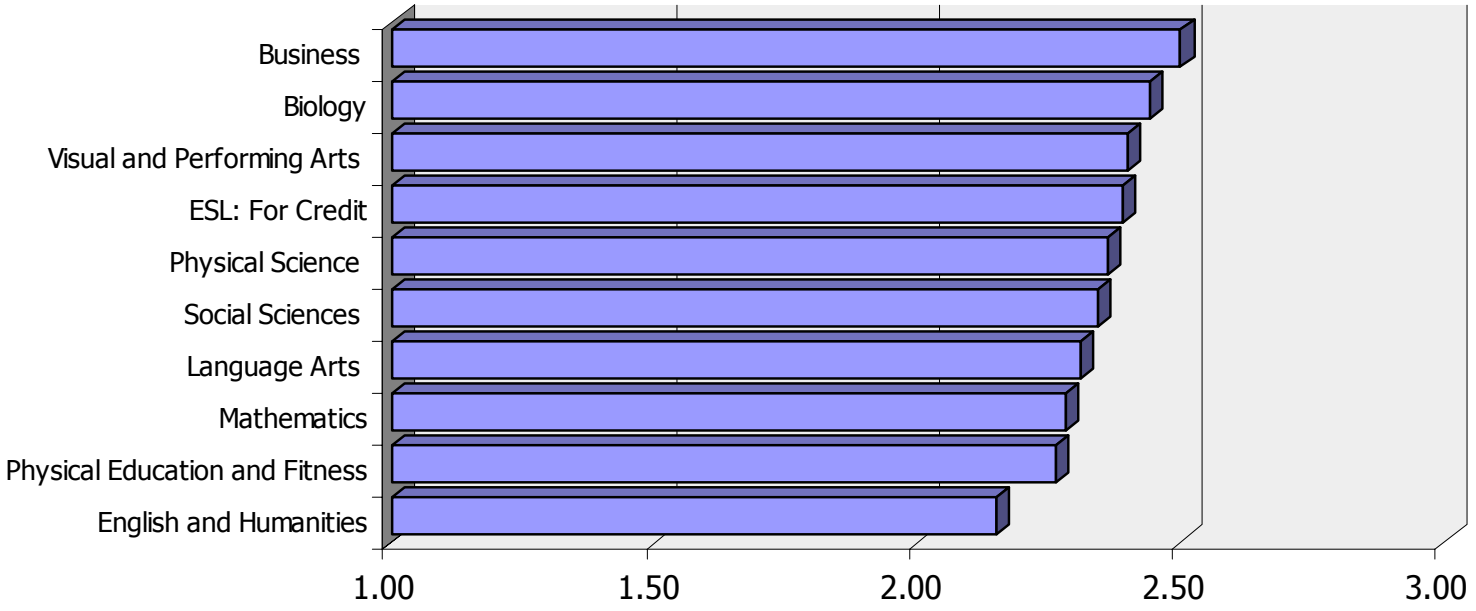
## Survey Participant Preferred Class Format



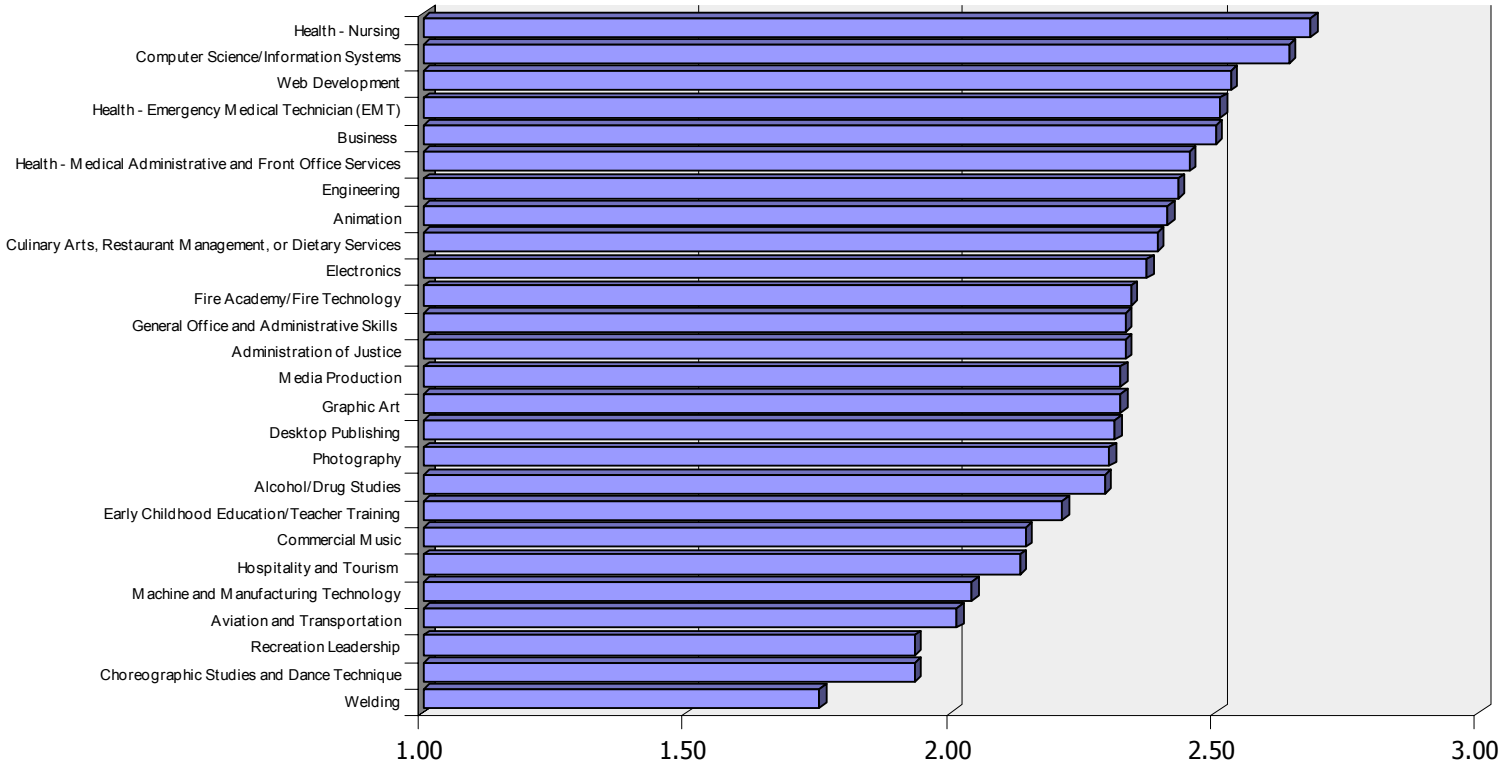
## GCC Programs and Offerings

Survey participants were asked to indicate whether interest in a variety of GCCD programs and offerings will decrease (1), stay the same (2), or increase (3) over the next 3-5 years. The graphical results follow.

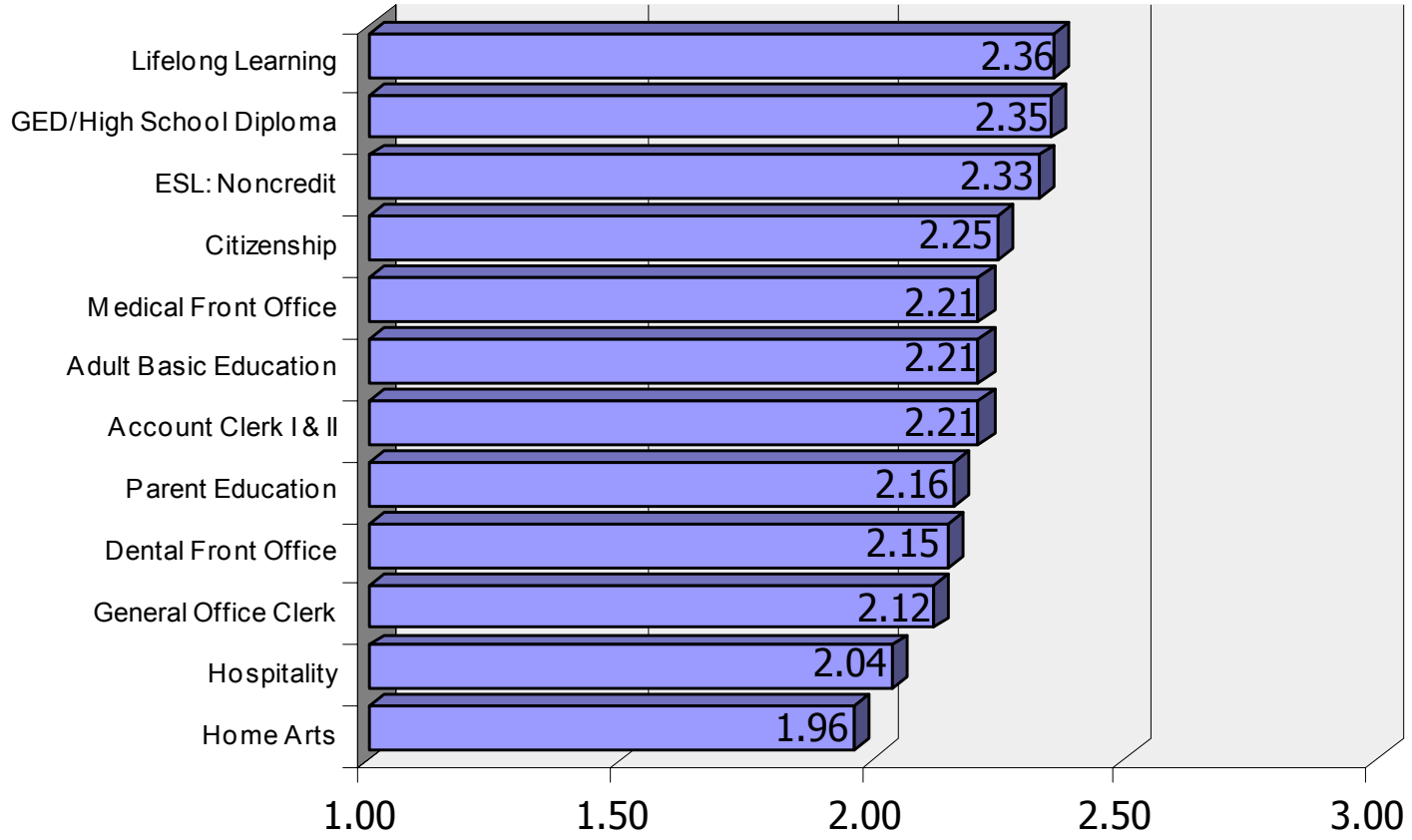
### General Education & Academic Degrees



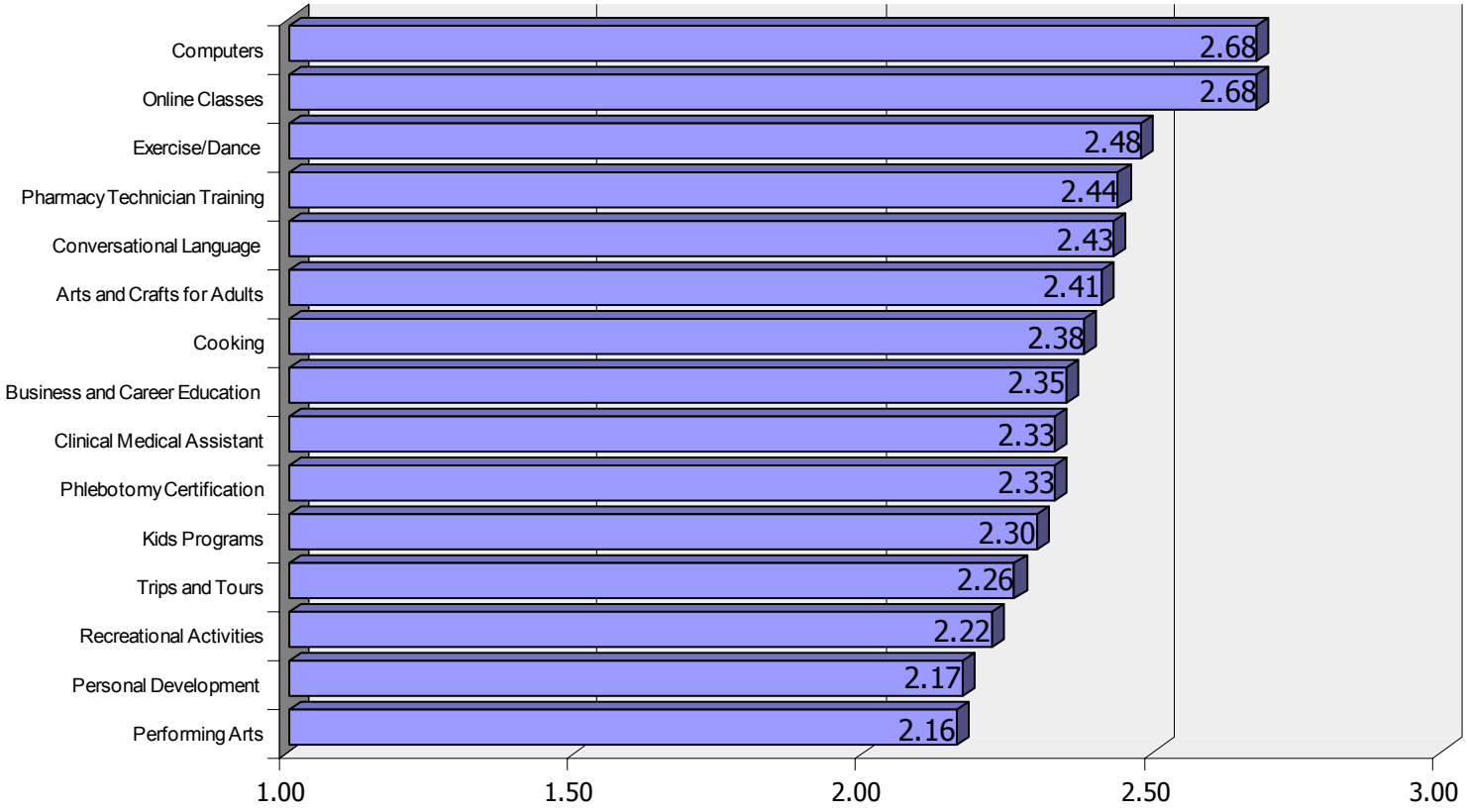
## CTE Degree & Certificate Programs



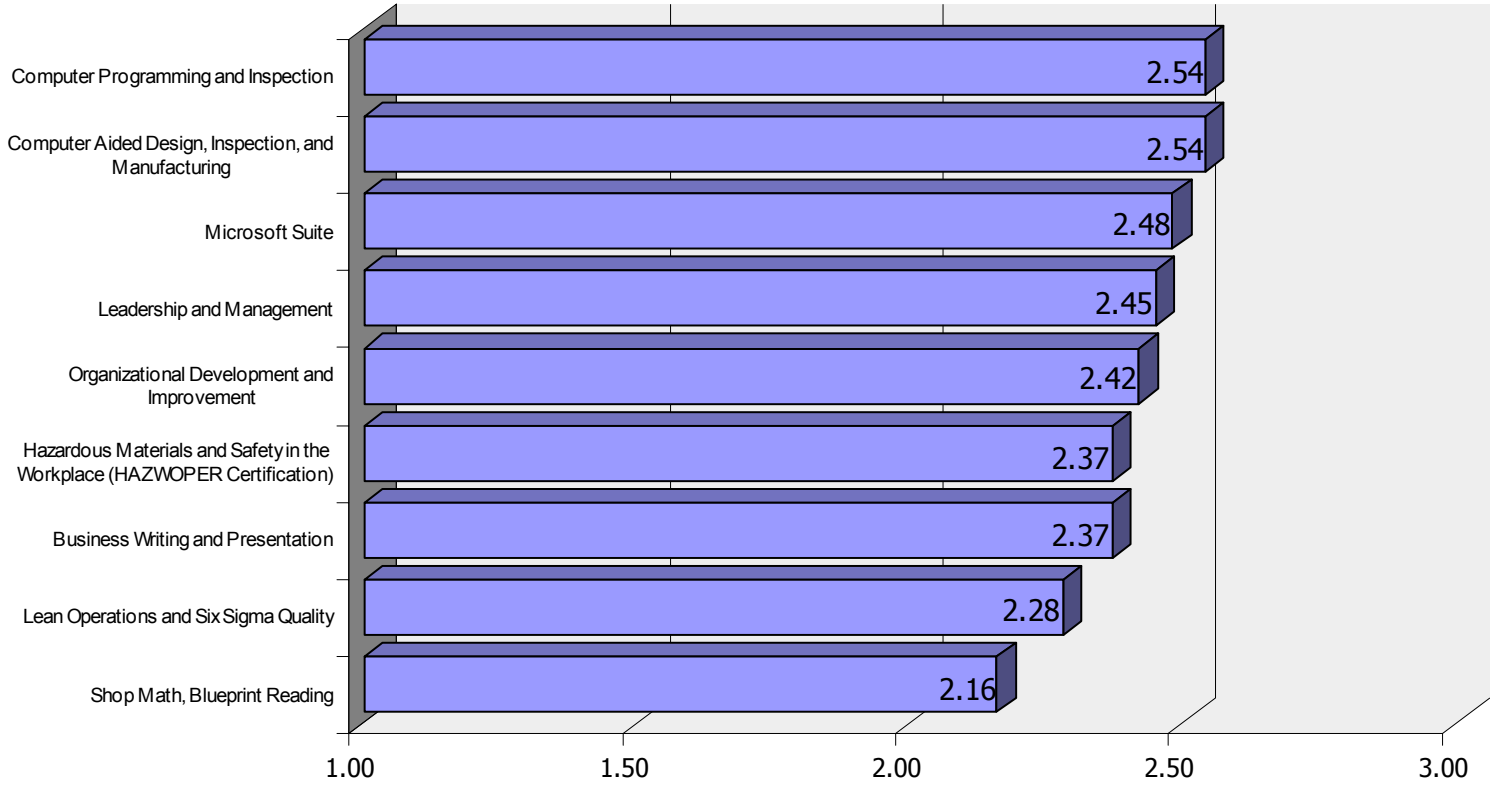
## Noncredit Courses



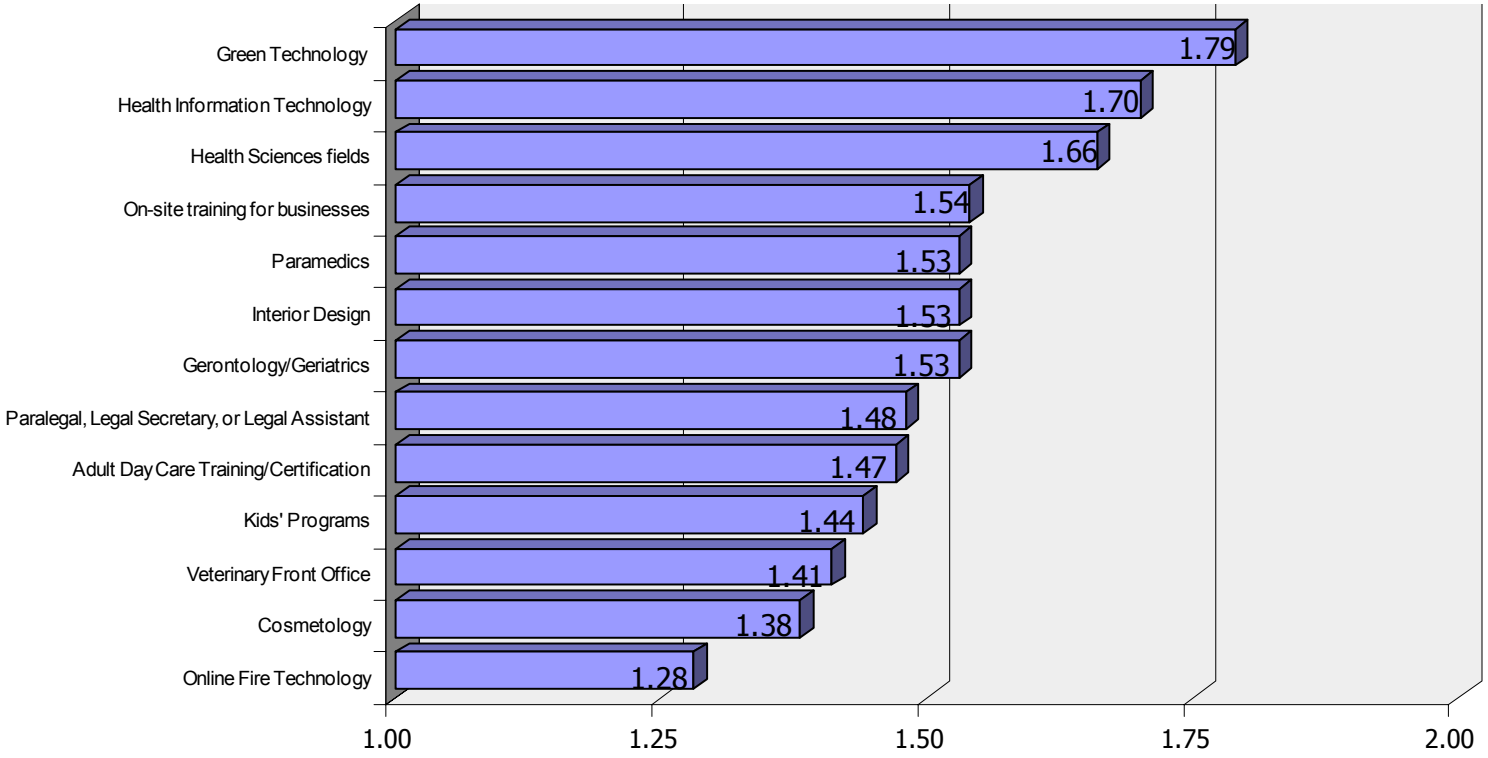
## Community Service Education



## PDC Programs



## Possible New GCC Programs



Survey participants also provided open-ended suggested programs and courses for which interest is expected to increase over the next 3-5 Years (Direct transcription and minimally edited)

- Accent-reduction class
- Acting
- Acting for commercials
- Acupuncture
- Air Conditioning
- American History
- Architecture
- Armenian History
- Armenian History
- Armenian History
- Armenian Studies
- Art classes
- Auto Mechanics
- Auto Repair
- Auto repair--gas and electric--hybrid
- Bike repair
- Biotech courses intro
- Blogging for business purposes
- Botany: with the increase of medicines and diseases, I believe that man will once again turn to the natural world to be healed
- Business practices for the arts
- Circle k club - for leadership development
- Civic Leadership skills
- Classes for the Disabled or Mental Impaired Population
- Classes to help our soldiers re-adjust to their community
- Community Development
- Computer Animation
- Computer business & consulting
- Computer graphics
- CPMS
- Creative writing
- Cross cultural communication
- Culinary Business
- Cultural appreciation: learn historical roots and current outlooks of various ethnic communities in Los Angeles (e.g. Mexican, Armenian, Ethiopian, Korean, Russian, German, Japanese)
- Dance Education
- Depression and health
- Development Studies
- Didactics programs
- Digital video editing
- Early Childhood Music/Arts Education Certificate
- Education
- Electronic technicians
- Energy Audit Certificate
- Entertainment
- Environmental Design
- Environmental Design Certificate
- Environmental Studies
- Etiquette Classes
- Evening Nursing Classes
- Exterior Design
- Fashion design
- Film and television industry
- Film industry
- Fine Art including Transfer courses in Fine Art
- Fitness boot camps

- Fitness classes - need better locations, Hoover classrooms are not good for the health/fitness classes and the do not have any parking.
- Flower arranging classes
- Foreign languages
- Foreign studies
- Game Design
- General Contractor / Home Repairs
- General Engineering Courses (for transfers). Courses like statics, materials engineering, dynamics, circuits etc
- GIS computer classes
- GIS training
- Great Literature
- Health education
- Health IT
- Health IT
- Help the young to study for certification exams in Accounting, Interior Design, etc.
- History
- History classes, especially beyond the 101 levels, and available in the evenings/weekends
- Home health care
- Home Repair Projects (Wiring, Plumbing or painting)
- Horticulture - land planning
- Horticulture and gardening
- Hospice care
- Human Resources Certification
- Hydroponics
- Intensive community arts
- Interactive Media Arts
- International Marketing
- Internet Marketing
- Interpreters from English to Armenian, Spanish and Korean and vice versa
- Jazz piano lesson
- Jewelry
- Jewelry classes
- JPL-NASA
- Lab classes
- Landscape with minimal amount of water
- Leadership/Supervisory Certification
- Life Drawing classes
- Lifelong learning
- Lifestyle specialist for the aging
- Living simply
- Living sustainably
- Management training for local Farmers Markets, Community Sustained Farms, Community Gardens and Food buying from local farms
- Marketing
- Massage therapy
- Master Herbalist Certification / Natural Medicine / Alternative Health
- Mechanical engineering
- Mechanics shop. Because everyone needs to learn how to change a tire.
- Medical programs
- Micro- & nano- processing (make your machine shop smaller) Go get an AL Mann grant
- More levels of Spanish

- More options for tai chi-locations, times, levels of classes
- Multimedia/Graphic/Web Design Certificate and Degree
- Multimedia/Web Design Certificate and Degree
- Music
- Need in depth really interesting Life long learning classes for a person who has two masters' degrees. Evening Lite classes just do not have much appeal- many of us are looking for more robust class offerings.
- Nurse practitioner certifications
- Nursing refresher programs
- Nutritionist
- Oenology-Wine making. Duekmedjian Park in La Crescenta can be the epicenter for such a program
- Painting
- Photoshop
- Photoshop
- Physical Fitness training program
- Planning fundamentals-real estate development
- Plumbing
- Poetry Lifetime Learning
- Policy
- Pre-dental or dental office
- Printmaking, including Screen Printing
- Product design
- Professional music artist
- Professional music production
- Professional Hypnotherapy / Psychic Sciences /
- Property management
- Psychiatric technician certification
- Radiology program
- Real Estate Appraisal
- Recreation - dance classes
- Recycling, sustainability
- Reducing your carbon footprint
- Restaurant chefs/baking
- Retirement interests for seniors
- Second careers for seniors
- Security Services / Security Consulting / Paranormal Investigator
- Self Understanding, personality, esteem
- Short 1-2 hour courses, e.g. MS Access or Excel basic, intermediate. i.e. courses that would build on modules. i.e. chapter 1, 2, 3 so you could just take parts of the subject area to strengthen some aspect of the software you are not familiar with.
- Sign Making
- Social Network Software Development, Use & Marketing
- Social Services Workers
- Social work
- Solar
- Sonography program
- Specific computer training i.e. How to create an app, etc
- Sports medicine
- Studio Fine Arts Classes like Painting, Sculpture & Drawing
- Surfing the web - teach tips, tricks, shortcuts and how to increase Google search visibility
- Tech related media: blogging, podcasting, vlogging, YouTube, etc.
- Technology related courses

- Test Preparation for Government jobs
- There are loads of boomers retiring...in 3-5 yrs. we will need to fill our time with stimulating courses.  To that end, you might try a legitimate class in how to start a business during retirement-perhaps a robust on line business course.
- Urban Design and Infrastructure Renewal
- Urban Studies
- Video production
- Visual Arts: Painting, Drawing, Design
- Voice over classes
- Web and Marketing Analytics
- Web site design
- Web training
- Web-based business
- Women's studies
- Writing courses - workshops for writing novels, screenplays, theatre scripts

## General Open-Ended Comments (Direct transcription and minimally edited)

- Junior colleges have earned a reputation as high school continuation schools. While it is important for these institutions to be close to the communities that they serve because of others that want to use them, GCC may want to understand students' attitudes about whether they are really attending college level programs.
- They rock! For a middle aged married woman like me, I like the extra art courses they offer, I like the way they manage the campus as it relates to the neighborhood, and I love the child development center. I think it is a real community gem.
- More support in the way of more class offerings and better parking needs to be given to Garfield Campus.
- The more services (academic and vocational) that you can provide for students with learning disabilities and other mild handicaps will be greatly appreciated
- My daughter has had an excellent experience taking classes at GCC and is now a student at UCSD. Thank you!
- I would like to add that the #1 declared major at GCC is nursing, and GCC's nursing program is outstanding. I find it unfortunate that this program does not receive the respect and support that other campus programs do. Why is a stellar program that interacts with and gives the community the high quality of nurses it needs treated as if it were invisible?
- Yes, I own a State Farm Insurance agency in Atwater Village. I would like to be able to come on campus, set up a booth and offer insurance and financial services to student. Patricia Aleman (323) 644-0900
- The nursing program needs to increase in size # of students
- As a hospital partner, I am only aware of the nursing courses offered & would like to partner to offer our staff an LVN to RN curriculum
- Being a full-time faculty member, some questions were irrelevant to my relationship with the college. This survey seems to be focused on community citizens' opinions only. There should be something designed for those on the campus because our vantage point is different from those in the community.
- The GCC staff with which we coordinated our recent Family Science Festival were extremely accommodating and wonderful to work with. The customer service was exceptional. The major detractor for both staff and parents who attended the event (which took place on a weekend) was the lack of cleanliness that was directly attributable to smoking. There were numerous butts, ashes, and burns in areas, especially the auditorium. Since Glendale itself is a non-smoking community, it was disappointing to realize that the campus does not support this practice as well. Other than that, the grounds were well maintained... and again the staff were fabulous.
- yes, you raised your tuition from $20 to $26 and you offer fewer classes in the winter? amazing keep up the BAD work

- The performance of the GCC parking lot is currently very bad and unfortunately, students pay $60 for permit and still there is no space for parking, so I would like you to consider a solution for the parking lot Thank You.
- This school needs to stop catering to Armenians only.
- EOP needs to diversify the population who receives funds more closely, Most EOP counselors and recipients are of one ethnicity and recent immigrants.
- Crack down on smoking! Campus smoking decreases the beauty of the campus. It is also a huge health concern!
- The Internet and Ecommerce is where 80% of business is done. You need to utilize your excellent Media Arts, Art, Digital Photography and Animation Departments and offer a Multimedia/Graphic/Web Design Certificate and Degree. The youth cannot live without their hand held devices. Give them the means of creating the images and designs for the FUTURE! The private institutions like Video Symphony charge too much. You have all of the tools and instructors to succeed! The Web is the FUTURE!
- Yes, please add more general engineering courses (for engineering transfers) Courses like statics, material science, dynamics, electrical circuits, programming for engineers
- Overall, I believe that GCC is the best college I attended/attend today. Even though there might be some outrageous criticism about the mentality of Students who attend GCC, the end results prove to everyone that GCC is THE college to attend, no matter what one's goals are.
- High school counselors are expected to do counseling for community college courses and programs that has not been part of their education. Community college counselors emphasize transferring to UCLA over many other post-secondary institutions which would better meet the students' needs.
- The older people working in the computer labs and language labs are very rude!! Need better people skills!!
- Set up an ongoing and monitored feedback center, which responds to concerns/ suggestions/ feedback.
- You should reinstate the Physical trainer program and orient it to assist Preventive healthcare.
- I think that there should be a greater emphasis in terms of funding for classes that are needed for IGETC and other transfer programs/agreements and less on classes that are.... less academic... I feel that because of budget cuts it is becoming increasingly more difficult for students to finish their GE's in two years and move on with their lives because classes that they need to transfer are not available.
- The physics/engineering department at our school is worthless compared to PCC. PCC offers many more classes and has more than one teacher teaching the course, unlike GCC. The students at GCC are forced to take Engineering physics with the same professor

for three classes. Does this sound right? I am sure we can have more courses that focus on engineering students and have more teachers teaching physics 101-103 in the future.

- I know times are tough right now and college students are really feeling it. Since just a year ago GCC has become overly crowded with students, yet classes are scarcer. It is also in my opinion and of many others I know that classes offered at GCC are being taught by worse teachers who I assume are probably cheaper to hire. I would rather not take a class then take one with a teacher who has a heavy accent or does not know how to teach. Thank you GCC staff for taking the time and allowing the community to give feedback.
- Please add more courses for the winter semester and parking is absolutely horrible at campus!
- GCC is a wonderful place to learn and grow. It is amazing how it updates its programs to the needs of it students and community. As alumni, I always look forward to coming back and taking more classes.
- I am not interested in credit classes that are offered to high school graduates.
- I would like to add that GCC is a great school. I love it all except the financial aid office. I have been waiting for a response since July and nothing yet. I understand that there are many applications, but all these months have been a waiting game with no answers. At PCC the longest wait time was 2 months. I don't say this to compare GCC in a bad way, but this is a full-time student right that is horrible at this school. I still don't even know if I will receive any aid and it is almost the end of the Fall semester and I applied even before Summer school was over... a little help here...
- Why doesn't GCC send students an email or something when registration for new classes begins? I didn't know the enroll date for winter so I checked today and it was yesterday and all the classes are full now. Why do they ask for our email when we applied here if they are not even going to use it!!!!!!!!
- I attended GCC 30 years ago. Presently I am a part time instructor at Garfield. Next year my child will attend GCC! Great college. Great community!
- Please offer more variety of day trips and tours thru adult community education. Too much repeating and "on your own" tours offering pretty much transportation only. Many of us tour goers have noticed the decline. Thank you.
- GCC is highly regarded as the place to be.
- We need to offer more vocational training – As the population ages interests in various activities of a vocational nature may increase
- The electronic board and banners over the road walkway are blights to the community
- More vocational classes and on-line classes
- I love the day trips. They are fun and a great way to learn more about Southern California and beyond.

- I think a map of the buildings would be very helpful. We had to ask anyone we saw to direct us to the right classroom.
- I am retired, have a BA in Math from 45 years ago, and have many classes in laboratory science that I would like to take again, in view of modern content and presentation. They would include Chemistry, Biology, and Physics related subjects, as well as the math to support them. It would be good not to have to go all the way to CSUN for these courses, and not to plunge again into the intensely competitive atmosphere of that type of school.
- I honestly believe GCC is a great school for all students to attend. I would like to sincerely thank everyone who has made my days at GCC fun, educational, and entertaining.
- I do love the ceramics department at GCC. It has long lab hours and available staff. The students are very willing to help each other. Artistic creativity is encouraged.
- GCC is great, but it would be even better with more continuing education opportunities for people already have a bachelor's degree.
- I would like to know if GCC and/or its affiliated educational institutions offer(s) accelerated credit transferable program in Computer Science/Computer Information System for busy adults graduated 15-20 years ago from college, but want to change their job and start new different career in IT.
- I have enrolled at many computer classes at Garfield campus and http://www.ed2go.com/gcc/, but they were of little benefit mainly because they were non-credit. I felt that they are good for people who do not want to start a new career, and for those who entry level job in IT field.
- I think partnering with local businesses for classes (e.g.: dance studios) is a terrific win-win for everyone.
- On the survey you should change the ethnicity that say "white not Armenian or Spanish". Spanish is a language not an ethnicity.
- I think that GCC is doing an excellent job with all its course offerings, whether it be 2-yr credited, continuing education, or community service courses. It offers exceptional academic programs with professors that care. I have never lived in a neighborhood that has the diversity in the courses that GCC offers. GCC is one of the reasons why I am very proud to be a part of the Glendale community. Keep up the good work!
- The survey instrument should have further assessed GCC's image within the community. Little is known about what goes on at the campus and more importantly how the campus and city can work more collaboratively to address education and government issues. I've been a resident of Glendale for more than 15 years and only once have I heard anything from GCC and it was for support for a construction bond in 2004.
- I think the adult education community programs are very diverse and offer opportunities to learn new skills etc. Thank you for continuing to send out the quarterly flyers. I take advantage of classes whenever I can. Thank you for seeking my input

- I really appreciated receiving the email directing me to this survey and I would like GCC to contact me via an e-newsletter in addition to the mailed brochure. I value their community events.
- Admissions needs to get better at handling documents timely. Had a transcript order that went back and forth for a month.
- Love the trips and sewing class thru CSE. Need an algebra class and I would have my AA
- Community colleges have a negative stigma, but GCC (at least in the cities outside of Glendale) is always highly thought of...maybe it's because it's so clean =)...no but seriously, the faculty is great. I still remember everything my psychology professor taught me..."the brain is 3 1/2 pounds of electrified jelly" =) Good luck with your survey!
- I think that this survey should be in English. If they can't read this they are not ready for college except for non-credit ESL.
- Ban smoking. I'm tired of seeing cigarette butts all over the campus it is disgusting! The image is terrible and I hate the smell of smoke it tightens up my lungs and makes it hard to breathe!!! I'm considering transferring to College of the Canyons because they have banned smoking! I'm tired of the smoking and the disrespectful students! I've visited COC and never felt out of place I just felt welcomed gecko (GCC) is just a fish out of water, it's an awkward tiny campus that doesn't really have an identity I can't wait to get out of here and go to a 4-year university! I have no school pride.
- The general impression I have is that PCC is superior to GCC, but I'm not sure why.
- Please add more in depth community classes on sewing, photo, fused glass. one to four sessions are superficial, not enough depth.
- Develop a financial aid program accessible and "friendly" to those newly laid off from work and now are willing to enter new careers due to current economic conditions especially college graduates who already have proven their educational commitment in past.
- We need more classes. almost every class are full.
- I have heard that GCC is exclusive rather than inclusive of all cultures - the old melting pot idea of the 60's would benefit the community now and in the future rather than diversity which causes more separation and hostility between various cultural groups.
- I want to know when next semester will start
- I have attended 2 classes at GCC PDC. Sophia Brooks was the instructor for both classes. She is fantastic. She is very good at getting the class to participate. She is able to meet the needs of the students with her background.
- I spoke on behalf of all the employees. I don't know if this will bias your survey.
- I just completed a class in purchasing and sourcing for a certificate as a CPM. Unfortunately, now the PDC in Montrose only allows 10/weeks for a 2 yr program. I believe in the original total of 20 people in the class only one person had successfully passed the 2 out

of 4 tests. The CPM will no longer be able after Dec 2009 when reviewing for upcoming programs...I hope that they have help in the selection of new certification programs and allow for extra time.

- I think GCC would greatly benefit from offering 4 yr degree programs onsite for those people that the commute to a University is a reason for not continuing their education. Teaching degrees or Business a University Center such as COC has at their campus would bring in potential students who made not have made GCC there first choice, with this option choose to come to our campus.
- RE: management of GCC - energy use – I would like to see GCC do ongoing communication to professors and students and post signs about energy waste at GCC. I attend an evening class at the main campus. On cold November nights doors of buildings, e.g., the main admin bldg. always and the SR bldg sometimes, are propped wide open. Empty classrooms (the ones I see are in the SF bldg complex at 7 pm) have all the lights on, open windows and sometimes the door propped open with a wastebasket to let heat escape. Funding is tight, yet GCC is regularly wasting money on heating the outdoors.
- I would like to know how GCC can work with the middle and high school in offering tutoring services for students. An outreach program for students in the scholar program who can/want to tutor middle school students in the AVID program.
- Yes--satellite from CSUN on Glendale campus--more BS in Business, Med Admin BS.
- RE: smoking on campus – Since there seems to be zero enforcement of the current policy of no smoking within 20 feet of a door, I would like GCC to consider no smoking except at some on-campus DESIGNATED smoking areas (that are in open areas that non-smokers can avoid walking through). During breaks, the smokers always congregate just outside bldg doors and on relatively narrow walkways, so impossible to avoid.
- Your basic 2 year transfer classes for the first year classes are too full - you need more classes. I have a god sun I tried to enroll in any of 20 different basic classes for graduation requirements and they were all full - only a week into priority registration. This needs to be handled.
- Because of the recession a lot of people are trying to retrain themselves to be better prepared for the workplace. It is a shame that as the increase of interest in education the quantity and therefore quality of the diversity of classes is severely waning.
- Enjoy the strong interaction with staff, their knowledge, assistance and getting information to our company as quickly as possible.
- Thank you for taking the time to read this. I'm a current student at UCSB, and will be glad to offer more information upon your request. Know only that I do not hold back the truth.
- The questionnaire has some validity problems and probably should have included more demographic questions.
- The Arts are always forgotten. Your survey did get the computer arts & digital arts but not the studio fine arts-painting, sculpture, printmaking, drawing, ceramics etc.

- Not enough Biology classes are offered.
- Add more classes for students, especially in winter many students were left with no classes
- Thanks for the survey
- I love GCC because it provided me with the opportunity to complete my IGETC requirements and transfer to UCLA. I completed by studies in two years and was able to quickly transfer. That said, I think for those who are less familiar with the options familiar to them, that information needs to be conveyed better. Although I know the counseling office tries hard, I think their staff needs to be expanded so that it is easy for students to meet with them and get the information they need about transferring and career objectives.
- Offer more classes in computer science like data structure or assembly language for computer engineering major students by better teachers.
- Pay more attention to the quality of the professors - you do that "random" survey of students about the quality of the teachers, but in my experience, the bad teachers never get their classes input. Also, get more high quality part time teachers from Disney or JPL - right now you seem to do nothing with that expensive "planetarium." Develop some specialty areas that other CC's don't have. Your culinary arts certificate could be very popular, but you have some losers teaching there and you don't even have them improve your terrible campus food.
- Keep arts funding intact. It provides an essential creative community.
- I have been pleased with the few classes I have taken at the Garfield campus, Hoover High & GCC.
- I believe GCC should really focus more on getting students the classes they need in order to transfer. Lately it's been very difficult to get into many general classes such as Math or English, and something must be done to help those who really need those classes
- I have been very interested in taking language courses at GCC as part of my adult continuing education. I am most interested in learning French, but I want a formal course, not a "conversational" course, yet GCC does not seem to offer these.
- I feel that the Studio Arts Department is vastly under appreciated. Students are transferred from these areas to prominent art schools in LA and around the country. The studio facilities are very impressive. In addition to strong basic skills classes in drawing and design studio arts offers woodshop, printmaking, life drawing and metal-smithing. The GCC art gallery is beautiful and showcases high quality exhibits. Studio art classes are relevant to careers in graphic design, architectural design, fashion design, set design, costume design, animation, fine arts and more. Art is about history, science, mathematics, public speaking and thinking creatively.
- As budget problems lead us to discussions of paring down to ""core skills"" it is imperative that we not lose sight of the necessity of programs that support and enhance those core skills. Without visual and performing arts we are graduating very narrowly informed, narrowly skilled and narrowly thinking students."

- Maintaining strong visual arts programs at GCC is important given that GCC is within 20 miles of some of the best art schools in the State. Maintaining visual art curriculum at GCC is important given the increasing importance of visual literacy and visual communication in our culture. Maintaining visual art curriculum is important as these curriculums are being removed from secondary education.
- I think someone needs to be focused on the students and making sure they have classes. There is no way that you can project or plan a future if you don't have students. You need to cut the budget somewhere else that doesn't have to do with the actual purpose of the college: TEACHING
- Don't raise the cost of classes. Don't cut classes. More funding for the arts.
- I request more computer courses which help in getting better job
- If you are truly interested in the opinion of the Glendale community, I would suggest you also offer the survey in Armenian.
- Art, Science, and Philosophy. These grouped with an already well developed Math and English program will make GCC a magnet for this next generation of young adults. I would regularly take courses there, as would multiple friend of mine all living within blocks of GCC. Good Day =)
- Parking is still a major issue. Need more counselors. Offer more weekend or evening courses for working adults.
- I would like to see correspondence courses offered like ashworthcollege.edu and pennfoster.edu. They are very convenient and cost effective. I would enroll in one if it was available, right now. I had bad experience with online courses in the past from various institutions. Correspondence courses are great. Also can be offered nationally to increase profits for the college.
- Glendale College is doing a very good job in general.
- I doubt my survey response will help with your master plan.
- Excellent schools. Our son was in the honors program and went on to get a BA and Masters at USC. The professors and staff care about the students.
- GGC has been a great institution for me as a starting point to reach my objectives. I am looking forward to contribute my part as my business grows.
- Courses taught at the PDC need to be made available at Garfield and other sites without restrictions of who attends. These are vitally useful classes that are needed now and restricting them to people who already have jobs which pay for the classes is NOT helping the unemployed who desperately need this advanced training. Garfield Campus offerings are too rudimentary. For people like me, who already have a BA, going to the Verdugo campus is pointless, I don't need to matriculate. But I need free or very low cost access to the kind of classes offered at PDC.

- Thank you for the survey. It is a great idea.
- I am a photography major and I am very dissatisfied that each semester the number of classes decreases. Our professors are excellent, we have full use of both a black and white lab and a full studio, but not have enough classes to use them. our photography students are hungry for more advanced classes. I love GCC and I do not want to have to go elsewhere to continue my education.
- On line classes are convenient for busy schedules
- Add more online programs and classes. That is the one thing that would pique my interest the most. Or if you already have them, advertise them better. I'm taking online classes now at CSUF, and it's so much more convenient then going to class, and you learn the same amount. And they are just as valid because you are taking the same exams. If you want, have only the exams on campus. Everything else (lectures, HW, etc) online.
- The PDC over the years has been a tremendous asset.
- It's taking students way too long to transfer to 4 year schools. I personally only know a handful of people who transferred out in two years. I know people that will be going into their 5th year at GCC and are still hoping to transfer. GCC is like quick sand, the long you're in there the harder it is to get out. Special services should be given to these students to help them get out of the school. Usually there is no help for them unless they go seeking it and usually they don't know who to go to. I didn't know about the UC TAG program until after I had applied which just goes to show information isn't reaching the people who need it.
- More Digital Photography classes.
- GCC needs more photography courses, especially more classes focusing on developing dark room skills.
- Enjoy your community classes. Best variety offered compared to other local areas.
- I really enjoy the life-long learning classes that are provided by GCC. I have been attending several classes for years. I do hope that they will continue. I also enjoy the ENCORE program that is now in its 10th year.
- My son would like information about your WAFC curriculum. He is currently an employee at Albertsons Markets.
- Please Give Dr. Peggy Renner my highest compliments. I had Peggy as an Instructor and she was wonderful in every sense of the word. A truly gifted Teacher. I also had Richard Kamei another gifted Teacher. Continue to hire people like Peggy and Richard.
- Sid Kolpas works very hard with his MASTER Students and he does a great job!
- I attended GCC for 2.5 years and the quality was good for most, but not all classes. Tenure instructors tended to provide the best and the worst classes.
- PLEASE STOP CUTTING CLASSES!!!!!!!

- GGC is doing a great job.  keep up the good work, it helps many families
- GCC is one of the best community colleges at California.
- I would like it if GCC would offer more help to students like me who are supporting themselves and have no family here, in terms of financial aid, in order for me to take more classes and get done with college sooner.
- GCC is an outstanding educational institution to start an academic career in, and scholarships like NSF funded MASTER help a lot, both financially and with its offered resources, in achieving academic goals.
- The high quality of education I received from GCC has put me ahead in my studies. I am proud to say I am a GCC Alum :). I'd especially like to compliment the Math Department and its great faculty. They are one of the best.
- I honestly think that GCC is the greatest choice for anyone especially during this economy. This school has been an amazing experience, and having taken classes at other community colleges, it made me admire and be even more thankful for both the staff and all around environment at GCC. It's a great school and I'm glad I came here! :)
- GCC is an excellent two year institution with the highest of standards.  It has been both a joy and privilege to work at this school, my alma mater :)
- Beautiful campus. I just loved spending my days there, working on assignments at the tables or on the lawn.
- I have heard from many young students that they will be attending Glendale College and then going on to a 4 year university. Therefore, I think that GCC is providing a valuable service.  I do hear good things from students who attend GCC.  My husband also has taken classes for his teacher credentials and appreciates the fact that GCC is so close to where we live.  Thank you.
- Hire a decent physics teacher who knows how to teach and has the same qualities as decent human beings…

GCC has had a tarnished reputation amongst my peers for over 25 years.  The instructors aren't organized, the administrators don't support them, and there are too many turf wars between departments.  It seems like a lot of missed opportunity.  The word was, when I was in high school, that the best policy was to find a friend that would allow you to use their Pasadena address to attend PCC.  GCC was a distant second in academic strength.  From what I gather in the community, it hasn't changed much.  The only reason to go to campus is the opportunity for good concerts, plays and athletic

# Appendix D: Community Leadership Forum Input

### Access and Outreach

What can we do to provide better access?

- FIND WAYS TO LINK TO LOCAL BUSINESSES
- Coordinate with police dept.
- Importance of life-long training.
- Get people to continue their education at the college. Already done for fire department. Need to do more.
- Link to local businesses.
- Develop partnerships
- More into nursing

How would you like to get information?

- FIND MORE UP-TO-DATE WAYS TO COMMUNICATE
- Internet and twitter
- Webinar
- Teleconference –using desk top. Interactive—not just watching. Live
- Interactive learning is much better—can do it anywhere
- THINK ABOUT NEW GROUPS WE CAN SERVE—GROUPS THAT RANGE FROM DISABLED TO CRIMINAL
- Providing the curriculum that will keep people up-to-date
- Private sector—need to talk to the employers. What are your new hires' needs? What for your in-service people need?
- How do we create opportunity in outreach? The campus need to be more involved in stuff going on in the community.
- Think about educating paroles

Is access for disabled? Yes.

Are you involved with students in high school?

- Need to connect with the feeder high schools in GUSD and Burbank—to career center on to the campus. We work to try to ease the transition.

How are parents integrated into the campus?

- Think about ways to get parents involved that will serve the students who aren't able to comprehend. Partner the parents who are the primary advocate.
- HOW DO WE BETTER COMMUNICATE WITH THE PEOPLE IN OUR COMMUNITY
- How do parents stay in contact with their children's school? Schools have annual events and one-on-one discussions with parents. Notify parents about Open house, back to school night, etc. We have groups who come to campus and we give tours. We could work with counselors to make sure that schools inform parents of our visit to high school campuses.
- Outreach –needs to recognize that not all students are on a 4 year path. GCC has lots to offer students who are not on that track. People in the community know it, but students often don't know it. Often they discover what the college offers at the high school age so that they can see alternatives. Think about the counselors in the high schools who push students to think about a four year plan.
- Recruitment is different depending on the high school. Need to target. We need to communicate better with the counselors.
- Target our outreach.
- Orientations—use this to guide students. Get our counselors to work on helping students develop a vocational program, if that is what they need.
- How do we deal with the 4-year college culture? We put lots of pressure on students. College can help to change that culture. Make it ok for students to not do a 4 year program.
- Need to work on communication. Community is not aware of what is going on. There are weekly summaries of events on campus. Need info on programs and services. Organizations in the city can be used to help develop programs with students—intern and externships. Communication is very poor. Need to work on the mailing list. ANC, Elen can provide us with information on who we might want to contact about the event.
- For a long time we were the "college on the hill". We are changing our image and trying to become more active in the community. We are trying to develop relationships.

- Partnerships and externships can benefit the college. Our job training programs into the community. General outreach material that includes programs. Figure out the many groups we need to target, using the connections we have with local associations.
- More and better marketing.

### Diversity and Student Experience[3]

Q- How much do you know about the college and diversity? What do you think we should have or what do you think? How do you think diversity is important what should we be working on.

A-different outlook in classroom on diversity is important and something you should strive for.

Q- If bigger, socioeconomic, disabilities, etc., any experiences that may want things from gcc and may want something

***A work for disability, what they offer to classrooms or services to dsps students who want to come to school but cant for reasons, mobility, difficulty communication, behavior.

Do outreach to more then just schools. Don't forget about nonprofit, outside agencies etc.

Agency that is a liason between them and the college. For profit. Modern sports services and they work with that population.

Hoover- we have a large disabled students program. It does not have specific courses, but there are specific services for visual, physical, and learning disabilities. There are accommodations.

A. The message of tyhese services are not being marketed to the community.

A- District she serves doesn't include GCC.

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[3] In this section, "Q-" indicates Question and "A-" indicates Answer.

Assembly member Portantino's area.  Portontino is chair of higher education.

Q.  Student Experience? Are there things we need to improve?

A- Interesting that sport was so low on the spectrum. Do we have people recruitment of students from high school?

Hoover- track and field, basketball, women's...Why doesn't the community know a lot about it?

Facebook we have a presence.

*****People who can't afford a Laker game or a baseball game they can come here and get refreshments and enjoy a game and not spend a couple of hundred of dollars.  Maybe hosting on our marquee sometime... It can be more of a community event.

Hoover- We do have some championship teams. Do you have people from your agency that came to GCC?

A-  They could not keep up with the client.

*****Get the word out.We have 3 offices and the Glendale College is not as involved in the community then Cerritos or with Long Beach.  There is not as much of a presence as with the other offices.  I see it there but not there so I think that is important.

H- How do you see them involved in the community?

Local reginol center is more involved in those 2 other areas but doesn't seem the same here in Glendale with Lanterman Regional center.  Once you put your foot in you can continue the relationship.  Post-secondary committee Harbor Regional Center.  Think tank.

Core group continues.  Maybe Long Beach Community College, Cerritos,

H. Maybe we can look at working with businesses...

******A- working on this in HR area. Discussed adding more information to recruit people with disabilities. Will make accommodations to attract more people to apply.

H.  Has diversity changed?

A- Faculty hires were very diverse I think it's improved from what has been.  Based on the presentation, it seems to be moving in the right direction.

A- Went to this school in 1958.  Looks so different... Went to the planetarium and it is amazing to see. Went to JPL.  Do we still have a partnership with JPL?

We still have the internship and summer jobs with JPL.  Our students who do this really love this and we will continue to do this.

H.  Diversity...JPL has a whole range of mathematician, electrical engineering. Etc., taking on new things is not problem.  New challenges.

The JPL program is very important for our students.  Would like to see about starting a program with Art Center in Pasadena for students to attend from GCC.  They only have PCC right now.

He is a native of this town. Went to Glendale College.

Fraternities and sororities. Student life was so good he went to Cal Poly…Make sure students are taking the right classes so they don't waste time and go to seamless.

Dean of Men. Remembers J. Walter Smith. Sororities.

A- Went to school here in 55-56 E. Miller. Remember same teachers. Pledge time girls had to wear a little beanie.

25 piece band marching band. Played PCC and played in band. Discussion on band.

Dances winter formal downtown at some hotel selling tickets to the winter formal.

We don't promote our history as much as we should. When they

A- 90-93. Two grew up in the Glendale area.

Tujunga – permit to go from L.A. to Glendale at that time. That existed at that time too.

PCC to Cal State LA…

It was diverses when I was here and still is diverse. Works with special education. More and more students diagnosed with special ed. Public schools are being impacted by special and many of those students aren't ready to go to university.

Joy Cook will come out to our schools to talk but I think working with the staff here, need sensitivity training for teachers with how to deal with students with special needs.

i.e Aspergers etc., They have needs that are different and the faculty and staff should be given more sensitivity training and information about how they're different. I have had students return and the teachers not believe that they have a disability and don't want to work with them.

A- From his observation that they are diverse and seem to be insensitive to those groups. i.e. African Americans. That is one of the areas that we.

********A-Why is it regionally we can't pick up more African Americans? They don't feel comfortable because their not. Perception that the school is heavily Armenian.

A-Perception is that it is Armenian college and isn't for me. Even if that is not the reality of the demographics. Why is it that even Armenians don't want to go here?

We should have the chart of the ethnic breakdown of the students so we can have this discussion easier.

Our own staff doesn't even know how diverse the students really are.

When you're 18 they want to be away from home and they want something to different from what they want. They want change.

Student experience we have a lot of offerings, we have a lot of programs and classes but we need to let the students know about it.

One of the things that has made the difference is that more and more students leave campus and then they come back. Became more of a commuter campus and that takes away from the student engagement. They are no longer here. The challenge is to get them to remain on campus.

Do we still do the teaching tolerance program and hooked that in with the departments and had teachers bringing up what Campus groups and activities, Alas, Olhe, Voces..

Teaching tolerance should be brought up again...we would get more buy in that way.

A- I hold GCC dear to my heart and I could have been another but it was Sharon Combs who one day said talk to Dean Smith and see how you can get involved. That personal touch of one person taking an interest in a student that made a difference for me.

B- This college changed my life and that is why I am still in touch here and I recommend my students to come here and I want my children to come here when their older. I believe in this school. I am still invested int his school.

I believe that the experiences I had here had more value then what I experienced at the universities.

Maybe we need alumni association to be more involved. Don't get invitations. I don't get enouh information. We need newsletters, more information etc., Not active enough.

I would love to have an active alumni association. How does USC succeed? Why can't we do that? That's how their students get the jobs, throught he alumni association.

Even if I can't give monetarily I can volunteer to do something.

College is losing tremendous momentum because this area is not organized and don't communicate past the $20 I contributed.

Why not an e version of the newsletter for alumni?

I keep in touch with a lot of people that are alumni.facebook has a lot of people on there, why not recruit from there?

They have talent experience money?

We don't tap into this resource enough or at all.

A- Do you see other ways that students can be involved with JPL?

Open house- Course we had started online IDL Interactive data language. Scientific computing language and GCC is one of the few colleges that have this.

Engineer for JPL who works with our students.

What is your experience?

A- I really like them personal level. So many different kinds of students. Vets, re-entry students, international students so this can be challenging...especially due to securities.

A- Male female gender pretty even.

What could we do better?

Don't get a lot of team projects and should have more of that in a classroom setting.

### GCC Reputation, Awareness, & Partnerships

JPL, EDD, Glendale Youth Alliance reps

- Reputation: science center/grants/best program he's seen/challenge for community to raise rest of money; proud of program;
- Came to GCC for semester – came b/c had good reputation; has feel of university campus; for any student most important thing is programs/classes that we have; GCC known for academics; successfully transferred
- Kudos to scholars program; transferred to UCLA; learned about program at Hoover High – 2nd co-hort; Mary Mirch now of GYA board; working with Sharise in HR; youth at Garfield; 4 on main campus – JPL, EDD, Glendale Youth Alliance reps
- Reputation: science center/grants/best program he's seen/challenge for community to raise rest of money; proud of program;

- Came to GCC for semester – came b/c had good reputation; has feel of university campus; for any student most important thing is programs/classes that we have; GCC known for academics; successfully transferred
- Kudos to scholars program; transferred to UCLA; learned about program at Hoover High – 2nd co-hort; Mary Mirch now of GYA board; working with Sharise in HR; youth at Garfield; 4 on main campus – ages 14-24; ARRA funding allowed to go to age 24; youth placed at GCC seniors or just high school grads/attending GCC; employees; some are now student workers at GCC; year round program; was a pilot, now going forward; wants pompoms
- Student who represents; now working on PhD at UC Irvine – good success program; education here really benefits them; won a scholarship;
- Many go on and transfer and then go to grad school
- Works with Rick Gug. And Jean Lecuyer; Andra;
- Part of local community; appreciates communications from the college; about the parking structure; does he get enough information? – could always get more. Planetarium shows – people want to be added to list of when shows happen; could be weekly communication; promote to children in the community; 20 – some homeowners assoc.; one way to communicate is with homeowners associations; some have quarterly newsletter; Armenian Nat'l Committee; fire dept.
- Vince - Partnerships – Verdugo Fire Academy – training officer; recruits coming from fire academies are highly educated; problems that highly educated don't have practical knowledge; a lot of work is grunt work and they aren't prepared
- Have killed vocational education in the schools; don't do it anymore; don't know how to fix it have swung so far to other side: need to get education first; when have to teach correct way to climb ladder, that's an issue; have to allot time for teaching basic skills; young man in last academy with business degree from Harvard, but had to teach him what a crescent wrench;
- Through the partnership, maybe have (although already a long academy) them spend some time going to automotive or a vocational program to teach them; those curriculum being cut in high schools; Amir – maybe add ½ unit of hand-on vocational; could the class come to the fire department to be taught there – can the fire dept. take on that course? Academies getting longer and longer and longer- no longer just responding to fires; 80% of calls are EMS; may need to focus more on practical and less on hoses and ladders; also cooking;
- Very pleased enthusiasm; preparation; excellent – but need practical skills
- Clark high school ; Elen – went to Hoover, took a couple of classes as a high school student; didn't feel that "tone" of classroom was very serious

- Exec director 3 yrs at ANC: Vahe contacted her; have opportunity we're missing out on with them; she didn't know about tonight; working on voter registration project with Political Science department; communication break down; would like to see community groups partnerships; classroom experience; service learning; she doesn't know anything about events/programs on campus; e-mail would be good way to communicate; they did get the survey and they e-mailed it out; people couldn't read the Armenian version of the survey – didn't even look like Armenian; when she sent out blast, got tons of e-mail said "this isn't even Armenian"
- She continues to hear that our classroom environment is not serious enough; Kenn – econ alliance – didn't get invite until Monday; never got survey; some people didn't get invitations on time; she gets PIO office updates; he usually gets information from Pam at PDC; partners with PDC; Pam attends their meetings and conferences; Joy attends board meetings does advocacy; partnership with college – aviation career day – everything hands on; Does he work with Scott Rubke – no, but he attends; works with outreach office – they have a table; have had board meeting here before - have 150 board mtgs. Annual mtg. in August; said we would have more people if we had alcohol and dessert; focus on the Valley; education fits under workforce; city is their partner, so is EDD – huge partner; school districts are always invited; 4 initiatives: does things with Joy at PDC and Jan Swinton
- As school board member; incredible part of GCC , makes her an advocate; Jan Swinton – Verdugo School to Career Coalition WIB – critical to success in the K-12 arena – for them to understand what GCC is doing; reputation? – thinks there is such an effort to direct kids to 4 year schools, but at same time sense of disappointment when kids who could go to 4-year end up at GCC; we need to help counter that; it shouldn't be a disappointment; money that you can save by going to GCC vs. 4 year school; have come to know due to strong link with GCC; one of most collaborative of its kind; good participation and increasing hopes for linking business side and school side; lack of information goes both ways; every community is connected with WIB and there's a youth council that goes with it; it IS all about the test; their life is about tests; not something school has arbitrarily made up; standards a similar issue; students do need these skills when they get to the workplace; can make a difference as a school board member;
- Strategy between GUSD and the college do we have? Performance question – GUSD has 26,000 students; less than 12,000 seniors – working with college – make sure every senior takes a class with GCC or at very least have a tour of GCC; want them to have one higher education experience before they graduate; increasingly students made aware of taking classes at GCC; Clark and GCC partnerships; seniors have college prep English class; gets them into GCC class automatically; need more of these kinds of programs;
- Just did youth leadership forum; character and ethics; held here at GCC; great example
- Idea of job fair and inviting GYA again; they used to come; March 31st
- Do a very good job with our partnerships b/c we're a small community; City of LA is too big; school district is too big; don't have a partnership forum; if have a brilliant idea and just need to bring the partners together, don't have a method for doing that; our partnerships need to be more organized; need a structure; based on what you want done, who would be the people/orgs to consult

with; if had a group/forum, then could just communicate with the group; call them together; Universal doing a huge outreach effort regarding new building; seeking public opinion; also includes residential ; reached out to the community – went to community and asked “are you for it?” “are you against it?” creating a whole new street; say they will be improving traffic;

- The best 2 year college in the nation – from former employee; main awareness is in the Armenian community; have a good reputation; they come from Armenia to GCC; Patrons Club 68 scholarships last 51% go to Armenian students; wants to make the Armenian community aware of patron’s club; seeking donations

### Garfield Campus

Issues:

- Garfield has no parking and use up parking in the neighborhood.  Current plans will hopefully help alleviate.
- Sharing information with the community and cater to Armenian community.
- Information should be sensitive to languages of the community.
- Participate with community events.
- Main campus sends out information and Community Services sends out information, but not much sent out by Garfield Campus. (Difficult to find information)
- Market specifically to the Garfield Campus. What is special about the Garfield Campus?  Collaborate between programs and consolidate some of the programs to maintain budgets.
- Send out a direct mailer that highlights programs and directs to internet. Find real estate on partners’ sites to market our program.
- Bus stop directory of what and where Garfield Campus is available.
- Partner with Pocket Library to assist public with educational resources.
- Work on website to accommodate languages (Armenian/Spanish).
- Sharing events between library and college. Partner with Parent training.
- Why don’t we have our website marketed, available, on our business cards? Send out our catalogs.
- Advertise the Career Center more.
- Orientation for students on a more mandatory or required fashion to provide an understanding and awareness of services and classes available. Through online orientation or other means making it available during registration process.

## Lifelong Learning

- Like the classes that they've been taking, but the problem is that Sparr Heights is difficult due to parking b/c it's so close to an elementary school.
- The classes are free so it's good for everyone.
- The brochure is different than the community service brochure. They only go to people who have taken classes before.
- The News Press should advertise these classes.
- Is there a website? Yes, accessible through the GCC webpage. Hard to locate.
- What is the difference between Garfield and Lifelong Learning?
- Confusion between Community Services and Lifelong Learning.
- The classes fill up with waiting lists.
- A great asset – enjoy the classes.
- New to Glendale – always get the Community Services brochure but not the Lifelong Learning
- Question about how to offer a class in Lifelong Learning
- Modern Support Services for 18+ – community based program; go into homes and teach them how to cook, clean, budget, life skills – for both abled and disabled. Would like to help clients make use of GCC.
- Population of disabled is growing. GCC could help them get more involved in the community. Faculty should be more aware of disabilities; GCC should incorporate and expose disabled students so that they become the norm on campus. Talk about advocating disabled, but is there action? This population needs lifelong learning. Not just a short 6 week course based on funds which doesn't serve the disabled. Disabled don't have equal access or support in Lifelong Learning education.
- Glendale Association for the Retarded with 3 group homes (6 clients per home) – some of the clients take classes at GCC. They educate the clients a little (arts/crafts)
- Unaware of what programs are offered in Lifelong Learning.
- Is everyone welcome to take part in these classes?
- Lack of knowledge results in people not taking advantage of the program.
- (Leadership forum invitation not online so we couldn't look it up to get info!)
- Maximize exposure by advertising to the 20+ home owners' associations in their newsletters.

- Coordinating Council
- ANC – Armenian National Committee
- Collect email addresses from the above to better disseminate info about L.L.
- These are offered at many different venues?
- Aware of the Garfield campus but not so much with Lifelong Learning
- Why not advertise the classes at the Adams Square Library via a “fair” or “workshop” one evening? Library didn’t know much about it. Trying to build up their adult audience. Will also distribute flyers.
- Chevy Chase Baptist Church will send out flyers too to its multilingual congregation.
- Library could display artwork from students in Lifelong Learning.
- Partnerships with Retarded, Modern Support Services, Library
- Parent Education (not Lifelong Learning, but….) – thought it was great, did working parent class for 3 years. Very helpful; sanity lifeline with other parents and teachers who have experience. Would love 6-year olds to attend GCC in the future.

### Main Campus

- Find it hard to navigate on campus. Need better signage. Just parked and did not know where to go. Need more “you are here” signs. Need Mall type signage. Make it more user-friendly. Representative from Fire Department. After parking in lot C I had no direction on how to get here. Especially needed for new students
- Book store needs more “Stuff” more T Shirts and items like that. Recognize the problem to keep the price low and still have variety and current style. How move not “trendy” items
- Stairs from parking lot and stairs in Administration building need cleaning.
- Planetarium Wall needs to be cleaned - especially important to keep all donor walls clean
- Los Robles is great, but the cafeteria space is not inviting.
- Coffee Kiosk great
- Theatre needs to be refurbished
- Gym needs to be refurbished
- Theatre needs improved sound system

- Los Robles could be bigger and capitalize on this great program
- More pathways that are not stairs or information about how to get around without stairs
- Great curb appeal one of the great strengths
- Beautification committee – let's get it started
- Need to landscape and keep the sign at the corner of Mountain and Verdugo clean and the drop off point clean. It is a real signature point
- I have worked at three other campuses compared to other campuses it is really clean and the buildings look great – 6 month employee
- Beautiful campus, looks more like a university
- In the restrooms need shelves
- I do not live but I do work in Glendale.
- Provide more services for disabled to integrate the disabled and nondisabled. It is not only important for the disable but the person who considers themselves "normal."
- More publicity blasts on email.
- Was everyone in our email data base emailed about this event
- Was someone from the news press invited to attend?
- Are we sending out daily twitter, facebook, and publicity about the college?
- Beautiful
- Still hoping there will be room for a Middle College at some point
- Need more options for our HS students
- Need more opportunities for our students to accelerate
- Need more opportunities for career tech 2+2

### Class Schedule & Program Offerings and Transfer

- In former years (50 years ago), students had a good idea of what they needed to take to prepare for transfer. Is that still true?
- Transfer is important, but there is a need for occupational education. Does GCC offer vocational programs? Not all students are destined to go to a university, some use talents in other employment areas. Are there machine shops for training? We need more vocational training (Mayor is interested in vocational training, good contact for community needs in vocational areas.)
- Universities are interested in getting rid of their lower division offerings, moving that education to the community colleges.
- Does Disney support anything at GCC?
- Special education in the public system is growing exponentially. GCC is going to get more special education students, most of who go into vocational programs. Push from the state is going into career preparation at the high school level. There will be increased demand for job training in vocational fields. A lot of special education students go to proprietary schools or community colleges; very few go straight to universities.
- High schools starting new programs in occupational areas. More and more special education students will come to GCC in vocational areas.
- "I learned more at Glendale College than I did at Cal Poly San Luis Obispo."
- (How best to get information about our programs out to the relevant people?) Information the college sends out can't go -- need database of graduating students to send information too specifically. Things addressed to high school counselors get lost in the pile.
- The GCC website is greatly improved and I am able to navigate easily. The old website was "God-awful".
- Need to increase the number of online classes. Given people's schedules, more people can take advantage of online classes. Younger students do everything online. Email is antiquated. They are connected all the time. It makes more sense to them to do online classes because it matches their style of communication. They're more comfortable learning in an online environment than in a classroom. Hybrid courses are useful because they lose the face-to-face interaction necessary in the working world.
- Concern that many students are turning to proprietary schools, but they are costly and the students graduate with a lot of debt, even though they get jobs. Some high school counselors push community colleges (GCC for culinary arts, PCC for fashion design) rather than proprietary schools.
- Regarding transfer, in CTE areas career pathways that lead to four-year programs are helpful. Internships too (nursing, fire academy).
- Frustration with Santa Ana College: fire academy is level 1 instruction but as you go up in rank it's hard to find higher level education courses (upper management courses to become Chief Officer) in the fire training area. Difficulty signing up for advanced course

online. Have to go farther and farther away from home to find advanced courses (Ventura, Victor Valley). Online classes would make a big difference. Deadline with Santa Ana, impossible to sign up online and they required a mailed check. GCC could offer advanced courses at fire stations in the area (Pasadena, Glendale, etc.).

- Classes for girls moving from high school to college -- safety, how to handle independence, handling potentially dangerous situations. Family situations often do not give girls the skills to handle situations.

### Summary

- Transfer is important, but there is a big need for vocational training.
- Special education in the high schools is growing exponentially, and there will be a lot of demand from these students for vocational programs.
- The GCC website was awful, but it has improved a lot.
- There is a need for more online classes because younger students do everything online. The hybrid model is also very useful.
- There is a need for advanced fire academy classes in upper management. Not many colleges offer these classes.

### PDC and Community, Economic, & Workforce Development

- Continue being the link we are – K12 – k14 partnerships essential to goals
- Sponsorships w/ local businesses for athletic uniforms to help build athletic awareness
- Gaps between what we're doing vs. others
    - People not willing to share/pool money – students are not aware of what business community can offer them to become whole – CREATE COMMUNITY ASSETS – students come up with creative "green assets" – students, community colleges, WIB's, etc.
    - Example of Canoga Park High School – greenhouses, agriculture – leveraging resources based on community needs
    - Energy auditors – Water Auditors
- Helping high school students better identify course options that are career related – creating career pathways – better market some of the career programs we do offer to those high school students
- Collaborate with city for student projects to upgrade local sites, park area, buildings, green projects, community service joint projects
- More exposure to career pathway options in community

- College be on top of “hot topics” for career paths and inform public to help guide students
- Internships – students are smart and know how to do work but lack team skills, communication skills, etc.
- Externships for faculty to upgrade skills and knowledge
- Training in chambers – PDC could better market , link to chambers websites, presentations to chamber boards
- Focus on small businesses that may not have ability to hold onsite classes
- Advertising to make community aware of all college offerings
- Courses need to have more job skills and real world applications, even in academic subjects
- Gaps – how can we continuously get feedback from employers – ways to identify gaps within employment trends with businesses
- Tour of PDC – monthly chamber mixer _ hold Leadership Chamber class at PDC
- Outstanding FIRE ACADEMY students are highly educated but little life experience, they need basic life skills (i.e. what is a phillips-head screwdriver) basic hand tools,
- People coming out highly educated but lacking basic knowledge – such as using hand tools – don’t have real world experience, how to fail and learn from it
- Send 3 or 4 bullets out to alum/community to highlight special events, program highlights, new training, awards
- Partner with K16, government, clergy, to meet business, industry, community, nonprofits, etc. to fill training gaps and workforce needs
- More online courses for business and community people who do not want to come to campus

# Appendix E: Internal Scan – Focus Groups, Interviews, and Recent GCCD Accomplishments

## GCC Participants

As part of the document review and internal scan, KH interviewed 24 individuals and 140 individuals in 10 focus groups at the Main Campus, Garfield Campus, and PDC. Interviewees included:

- GCCD administration
- Board members
- Deans
- Division chairs
- Union representatives

The focus groups had a broader reach; the participant statistics are displayed in Exhibit E-A. On the Main Campus, the focus groups consisted of the leadership in the governance structure (e.g., Academic Senate's Executive leadership or ASGCC leadership). The Garfield Campus recruited a cross-section of faculty, students, and classified employees to participate in their respective focus groups.

**Exhibit E-A**
**GCCD Interviews and Focus Group Participation**

| Constituency | Interviews | Main Campus | Garfield Campus | Total |
|---|---|---|---|---|
| **Board Members and Administrators** | **24** | | | **24** |
| **Faculty** | | **6** | **27** | **33** |
| **Student** | | **21** | **33** | **54** |
| **Classified and Classified-Confidential** | | **11** | **12** | **23** |
| **Certificated/Classified Manager** | | **24** | **6** | **30** |
| **Total** | **24** | **62** | **78** | **164** |

KH uses a $Q^2$ approach for soliciting qualitative and quantitative input during interviews and focus groups. During the focus groups, participants complete a questionnaire and rate the relative importance of specific issues or topics. In addition, each focus group identifies the topics of greatest interest to them to discuss. KH supplements this input with interviewee and focus group participants' comments. In this way, KH can combine a qualitative approach of interviews and focus group discussions with a quantitative assessment of intensities of concerns. Moreover, KH does not quote any individuals; instead KH identifies common themes in the comments.

### Strategic Importance – Quantitative Input

In addition to qualitative input from focus group discussions (included in Exhibit E-E), focus group participants completed a questionnaire to provide quantitative data on the perceived strategic importance of:

- GCCD programs and services
- GCCD organization and operations
- GCCD image and relationships

Focus Group participants rated the strategic importance of a variety of topics on a scale of 1 to 5, 5 being the most important. Participants had the option of choosing Not Applicable for those topics that they were not familiar with or about which they had no interest. In addition, participants were encouraged to write-in topics that they felt were not represented on the list provided. The results are displayed in Exhibit E-B, Exhibit E-C, and Exhibit E-D.[4]

[4] The results in Exhibit E-B through Exhibit E-E do not include Garfield Campus students' perceptions or choices because, in consultation from Garfield Campus faculty and due to language barriers and time constraints, it was decided to not facilitate the Garfield Student Focus Group using the questionnaire. The qualitative discussion from the Garfield Student Focus Group is included in the comprehensive SWOT Analysis in Appendix F.

## GCC Programs and Services

***The programs and services of greatest concern related to facilities, equipment, and class schedules, followed by vocational programs.***

Exhibit E-B displays the perceived strategic importance of programs and services. Topics rated among the top 5 are highlighted in yellow, unless there is a tie, in which case, the top 6 topics are highlighted. The overall median was 3.81.

- The top three areas of concern are: facilities, equipment, and class schedules.
  - The Garfield Campus was less concerned about equipment and the class schedule.
  - Students and the Garfield Campus had the greatest concerns regarding facilities.
  - Class schedule was more of a concern with Students and the Main Campus.
  - Students also placed significant emphasis on the library.
- The variety of vocational programs was a concern overall and particularly among faculty, employees, and the Garfield Campus.

**Exhibit E-B**
**Perceived Strategic Importance: Programs and Services**

| Topic | Rating Average | | | | | | |
|---|---|---|---|---|---|---|---|
| | Overall | Main Campus | Garfield Campus | Student | Faculty | Classified/ Classified-Confidential | Certificated/ Classified Manager |
| Facilities (parking, building and grounds condition, access, signage, space, etc.) | 4.31 | 4.19 | 4.49 | 4.62 | 4.45 | 3.90 | **4.24** |
| Equipment and Technology | 4.28 | 4.25 | 4.27 | 4.33 | 4.11 | 4.29 | **4.39** |
| Class Schedule | 4.26 | 4.34 | 4.05 | 4.76 | 3.88 | 4.05 | **4.39** |
| Variety of Vocational Programs | 4.19 | 4.12 | 4.29 | 3.80 | 4.32 | 4.16 | **4.38** |
| Counseling | 4.12 | 4.05 | 4.21 | 4.38 | 4.04 | 4.00 | **4.12** |
| Credit Course Offerings | 4.07 | 4.47 | 3.36 | 4.50 | 3.33 | 4.00 | **4.44** |
| ESL | 4.00 | 3.67 | 4.46 | 3.71 | 4.37 | 3.86 | **3.93** |

| Topic | Rating Average | | | | | | |
|---|---|---|---|---|---|---|---|
| | Overall | Main Campus | Garfield Campus | Student | Faculty | Classified/ Classified-Confidential | Certificated/ Classified Manager |
| Credit Instruction and Curriculum | 3.99 | 4.43 | 3.13 | 4.38 | 3.41 | 3.85 | **4.27** |
| Non-Credit Instruction and Curriculum | 3.94 | 3.60 | 4.47 | 3.30 | 4.32 | 3.90 | **4.04** |
| Non-Credit Course Offerings | 3.93 | 3.52 | 4.54 | 3.45 | 4.42 | 3.62 | **3.96** |
| Student Services | 3.89 | 3.98 | 3.74 | 4.20 | 3.71 | 3.76 | **3.93** |
| Student Financial Support | 3.88 | 4.07 | 3.47 | 4.71 | 3.43 | 3.60 | **3.82** |
| Library | 3.85 | 3.87 | 3.85 | 4.57 | 3.65 | 3.56 | **3.68** |
| Student Learning Outcomes | 3.77 | 3.93 | 3.44 | 4.33 | 3.25 | 3.68 | **3.86** |
| Online Courses and Distance Education | 3.69 | 4.02 | 3.17 | 4.00 | 3.07 | 3.84 | **3.96** |
| Diversity Sensitivity | 3.67 | 3.68 | 3.61 | 3.62 | 3.22 | 4.11 | **3.85** |
| Student Fees | 3.64 | 3.92 | 3.06 | 4.43 | 3.43 | 3.15 | **3.56** |
| Bookstore | 3.56 | 3.47 | 3.68 | 4.33 | 3.33 | 3.55 | **3.21** |
| Community Services | 3.54 | 3.25 | 3.97 | 3.71 | 3.65 | 3.36 | **3.43** |
| Child Care Services | 3.51 | 3.20 | 3.95 | 3.52 | 3.79 | 3.50 | **3.21** |
| Cafeteria and Food Services | 3.34 | 3.36 | 3.26 | 3.81 | 3.04 | 3.35 | **3.23** |
| Lifelong Learning | 3.25 | 3.00 | 3.61 | 3.47 | 3.42 | 3.19 | **3.00** |
| Student Newspaper/Campus Communications | 3.18 | 3.20 | 3.13 | 3.81 | 2.87 | 3.00 | **3.11** |
| Performing Arts | 3.13 | 3.36 | 2.70 | 4.05 | 2.72 | 3.00 | **2.96** |
| Citizenry | 3.01 | 2.88 | 3.22 | 3.00 | 3.08 | 3.21 | **2.80** |
| **Alumni Services** | **2.51** | **2.68** | **2.16** | **2.43** | **1.88** | **3.21** | **2.67** |

OVERALL MEDIAN = 3.81

Other programs and services identified by participants as strategically important include:

- Study Abroad classes
- Green technology and environment
- Evidence-based goals relative to student and community needs
- Smoking policy and enforcement
- User-friendly equipment and facilities for those with disabilities and the aging community
- Longer lab hours
- Childcare for children older than 5 years of age
- Classroom structure (instructor input)
- ASGCC

## GCCD Organization and Operations

***The GCCD community agrees that funding/budget and morale are the two greatest concerns, followed by leadership, communication, and accountability.***

Exhibit E-C displays the perceived strategic importance of GCCD organization and operations. Topics rated among the top 5 are highlighted in yellow. The overall median was 4.01.

- The top two topics of concern for all are: funding/budget and morale. The issue of morale is reinforced with the concerns of leadership, given GCCD's recent history and current transitional situation with interim leadership.
    - Poor or inadequate communication can have a negative impact on morale.
    - The Garfield Campus and faculty were less concerned with leadership.
        - Although accountability was not rated among the top five overall, it was rated high by four of the five constituent groups. Accountability is also related to leadership.
- Campus security and safety was a concern overall and specifically at the Garfield Campus and for students.
- Faculty members were concerned about student retention.
- Students were concerned about enrollment management, emphasizing the importance of being able to take the classes they need.

**Exhibit E-C**
**Perceived Strategic Importance: Organization and Operations**

| Topic | Rating Average | | | | | | |
|---|---|---|---|---|---|---|---|
| | Overall | Main Campus | Garfield Campus | Student | Faculty | Classified and Classified-Confidential | Certificated/ Classified Manager |
| Funding/Budget | 4.58 | 4.70 | 4.37 | 4.71 | 4.41 | 4.50 | **4.71** |
| Morale | 4.44 | 4.48 | 4.36 | 4.45 | 4.19 | 4.48 | **4.64** |
| Leadership | 4.39 | 4.47 | 4.19 | 4.48 | 3.96 | 4.52 | **4.63** |
| Communication | 4.36 | 4.34 | 4.32 | 4.19 | 4.11 | 4.68 | **4.46** |
| Campus Security/Safety | 4.31 | 4.25 | 4.34 | 4.67 | 4.00 | 4.36 | **4.25** |
| Accountability | 4.28 | 4.27 | 4.25 | 3.95 | 4.20 | 4.41 | **4.50** |
| Technology | 4.11 | 4.03 | 4.21 | 4.05 | 3.92 | 4.20 | **4.26** |
| Student Retention | 4.11 | 4.09 | 4.13 | 3.72 | 4.21 | 4.23 | **4.15** |
| Mission, Vision, and Values | 4.04 | 4.23 | 3.73 | 4.19 | 3.78 | 3.76 | **4.34** |
| Management Style | 4.03 | 4.08 | 3.88 | 4.00 | 3.70 | 4.24 | **4.18** |
| Planning Processes | 4.02 | 4.19 | 3.71 | 4.24 | 3.83 | 3.81 | **4.17** |
| Enrollment Management | 4.00 | 4.07 | 3.86 | 4.29 | 3.77 | 3.91 | **4.08** |
| Human Resources (recruitment, hiring, and retention) | 4.00 | 4.05 | 3.85 | 4.05 | 3.87 | 4.14 | **3.97** |
| Shared Leadership/Governance | 3.97 | 4.11 | 3.62 | 4.19 | 4.00 | 3.74 | **3.92** |
| Prioritization | 3.93 | 3.92 | 3.89 | 3.90 | 3.75 | 4.18 | **3.89** |
| Organizational Structure | 3.92 | 3.92 | 3.86 | 4.14 | 3.65 | 4.05 | **3.89** |
| Policy | 3.83 | 3.88 | 3.69 | 4.05 | 3.54 | 4.05 | **3.76** |

OVERALL MEDIAN = 4.01

| Topic | Rating Average | | | | | | |
|---|---|---|---|---|---|---|---|
| | Overall | Main Campus | Garfield Campus | Student | Faculty | Classified and Classified-Confidential | Certificated/ Classified Manager |
| Staff Development (training, orientation, team-building and advancement) | 3.83 | 3.74 | 3.94 | 4.00 | 3.92 | 3.65 | **3.75** |
| Strategic Plan | 3.80 | 3.95 | 3.55 | 3.95 | 3.61 | 3.70 | **3.96** |
| Diversity | 3.78 | 3.78 | 3.71 | 3.90 | 3.50 | 3.95 | **3.78** |
| Program Review | 3.65 | 3.71 | 3.52 | 3.80 | 3.59 | 3.60 | **3.62** |
| **Systems** | **3.64** | **3.63** | **3.61** | **3.80** | **3.52** | **3.57** | **3.67** |

Other organization and operations topics identified by participants as strategically important include:

- Health insurance for adjunct faculty
- Decision-making in non-credit ESL (shared process)
- Teacher collaboration
- Textbook affordability
- Funding for conferences and sabbaticals

## GCCD Image and Relationships

***Except for the Garfield Campus, accreditation was an over-riding concern, followed by relationships – internally and externally.***

Exhibit E-D displays the perceived strategic importance of GCCD organization and operations. Topics rated among the top 5 are highlighted in yellow, unless there was a tie (no difference greater than .02), in which case, the top 6 topics are highlighted. The overall median was 3.83.

❖ Except for the Garfield Campus, accreditation is on the forefront of many.

- Everyone is concerned about relationships:
  - Providing and receiving customer service – less of a student concern
  - Working across campuses and with PDC – less of a Main Campus and student concern
  - Collaborating with four-year institutions and high schools
  - To a lesser extent, relationships with the local community – important to the Garfield Campus and faculty
  - Relationships with local business and industry – faculty only
- Students are more focused on relationships with four-year institutions, transportation and accessibility, and the local environment – both the local community and government.
  - The Garfield Campus shares this same concern for the local community and government.
  - Similarly, classified staff members were also concerned about relationships with local and county government.
- Classified representatives had additional concerns pertaining to transportation/accessibility (similar to the students), marketing, and diversity.

**Exhibit E-D**
**Perceived Strategic Importance: Image and Relationships**

| Topic | Rating Average | | | | | | |
|---|---|---|---|---|---|---|---|
| | Overall | Main Campus | Garfield Campus | Student | Faculty | Classified and Classified-Confidential | Certificated/ Classified Manager |
| Accreditation | 4.28 | 4.51 | 3.82 | 4.33 | 4.00 | 4.18 | **4.54** |
| Customer Service | 4.24 | 4.22 | 4.24 | 4.10 | 4.00 | 4.27 | **4.52** |
| Relationships between Main Campus, Garfield Campus, and PDC | 4.18 | 3.88 | 4.63 | 3.80 | 4.56 | 3.95 | **4.26** |
| Relationships with - Four-year Institutions | 4.02 | 4.30 | 3.38 | 4.67 | 3.48 | 3.90 | **4.04** |
| Relationships with - High Schools | 3.98 | 4.02 | 3.86 | 3.90 | 3.76 | 4.09 | **4.15** |
| Relationships with - Local Community | 3.87 | 3.85 | 3.85 | 3.95 | 3.75 | 3.86 | **3.92** |
| Transportation/Accessibility | 3.85 | 3.91 | 3.71 | 4.19 | 3.70 | 3.35 | **4.13** |
| Marketing | 3.84 | 3.88 | 3.75 | 3.85 | 3.52 | 3.77 | **4.19** |
| Relationships with - County and Local Government | 3.84 | 3.82 | 3.87 | 4.29 | 3.57 | 4.00 | **3.62** |
| Economic Development | 3.82 | 3.97 | 3.45 | 4.43 | 3.45 | 3.63 | **3.78** |
| Relationships with - Local Business and Industry | 3.81 | 3.82 | 3.73 | 3.81 | 3.78 | 3.73 | **3.89** |
| Relationships with - State Chancellor | 3.78 | 3.78 | 3.71 | 4.10 | 3.40 | 3.64 | **4.00** |
| Diversity | 3.76 | 3.71 | 3.81 | 3.71 | 3.45 | 4.10 | **3.79** |
| Partnerships | 3.70 | 3.82 | 3.43 | 4.11 | 3.50 | 3.55 | **3.70** |
| Identity | 3.62 | 3.66 | 3.50 | 4.00 | 3.19 | 3.58 | **3.72** |
| Competition | 3.50 | 3.54 | 3.38 | 3.76 | 3.17 | 3.67 | **3.44** |
| Relationships with - Sister Colleges | 3.36 | 3.33 | 3.38 | 3.81 | 3.05 | 3.18 | **3.41** |
| Location | 3.28 | 3.29 | 3.27 | 3.86 | 3.27 | 3.14 | **2.92** |

OVERALL MEDIAN = 3.83

## Focus Group Discussion Topics

***Funding/budget was the over-riding concern of all, followed by facilities, and to a lesser extent leadership and morale.***

Exhibit E-E displays the topics of interest chosen for discussion by each of the focus groups.

**Exhibit E-E**
**Focus Group Topics for Discussion**

| Topic | Overall | Main Campus | Garfield Campus | Student | Faculty | Classified and Classified-Confidential | Certificated/ Classified Manager |
|---|---|---|---|---|---|---|---|
| Funding/Budget | 37 | 24 | 13 | 7 | 10 | 10 | **10** |
| Facilities (parking, building and grounds condition, access, signage, space, etc.) | 23 | 11 | 12 | 7 | 11 | 3 | **2** |
| Leadership | 17 | 14 | 3 | 2 | 4 | 4 | **7** |
| Morale | 17 | 12 | 5 | 3 | 3 | 6 | **5** |
| Non-Credit Course Offerings | 14 | 2 | 12 | 1 | 11 | 1 | **1** |
| Communication | 12 | 6 | 6 | | 4 | 5 | **3** |
| Management Style | 12 | 11 | 1 | 1 | 1 | 4 | **6** |
| Shared Leadership/Governance | 12 | 9 | 3 | 3 | 5 | 1 | **3** |
| Class Schedule | 12 | 8 | 4 | 5 | 3 | 3 | **1** |
| Human Resources (recruitment, hiring, and retention) | 11 | 7 | 4 | 1 | 2 | 5 | **3** |
| Student Retention | 11 | 6 | 5 | 1 | 3 | 4 | **3** |
| Technology | 11 | 6 | 5 | 1 | 4 | 2 | **4** |
| Non-Credit Instruction and Curriculum | 11 | 2 | 9 | | 8 | 1 | **2** |
| Customer Service | 11 | 9 | 2 | 1 | 1 | 3 | **6** |

| Topic | Overall | Main Campus | Garfield Campus | Student | Faculty | Classified and Classified-Confidential | Certificated/ Classified Manager |
|---|---|---|---|---|---|---|---|
| ESL | 10 | | 10 | | 9 | 1 | |
| Student Financial Support | 10 | 9 | 1 | 6 | 1 | 2 | **1** |
| Accreditation | 10 | 8 | 2 | 1 | 1 | 3 | **5** |
| Cafeteria and Food Services | 9 | 3 | 6 | 1 | 4 | 3 | **1** |
| Counseling | 9 | 6 | 3 | 4 | 2 | 2 | **1** |
| Credit Course Offerings | 9 | 7 | 2 | 4 | | 3 | **2** |
| Equipment and Technology | 9 | 4 | 5 | | 4 | 4 | **1** |
| Student Learning Outcomes | 9 | 4 | 5 | 1 | 5 | 1 | **2** |
| Variety of Vocational Programs | 9 | 8 | 1 | | | 4 | **5** |
| Accountability | 8 | 6 | 2 | | 1 | 3 | **4** |
| Enrollment Management | 8 | 5 | 3 | | 2 | 1 | **5** |
| Diversity | 7 | 3 | 4 | 1 | 2 | 3 | **1** |
| Planning Processes (Education Master Plan, Facilities etc.) | 7 | 4 | 3 | 1 | 3 | 1 | **2** |
| Online Courses and Distance Education | 7 | 6 | 1 | 1 | 1 | 3 | **2** |
| Student Fees | 7 | 6 | 1 | 6 | | | **1** |
| Relationships between Main Campus, Garfield Campus, and PDC | 7 | 2 | 5 | | 4 | 2 | **1** |
| Community Services | 6 | 1 | 5 | 1 | 3 | 2 | |
| Student Services | 6 | 6 | | 3 | | 1 | **2** |
| Marketing | 6 | 5 | 1 | 1 | 2 | | **3** |
| Relationships with - Four-year Institutions | 6 | 6 | | 5 | | 1 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Security/Safety | 5 | 2 | 3 | | 1 | 3 | **1** |
| Mission, Vision, and Values | 5 | 5 | | | 1 | | **4** |
| Prioritization | 5 | 4 | 1 | | 2 | 3 | |
| Bookstore | 5 | 5 | | 4 | | | **1** |
| Child Care Services | 5 | | 5 | | 3 | 2 | |
| Relationships with - Local Community | 5 | 4 | 1 | | 1 | 2 | **2** |
| Staff Development (training, orientation, team-building and advancement) | 4 | 3 | 1 | 2 | 1 | | **1** |
| Credit Instruction and Curriculum | 4 | 3 | 1 | | 1 | 2 | **1** |
| Diversity Sensitivity | 4 | 2 | 2 | | 2 | | **2** |
| Relationships - Local Business and Industry | 4 | 4 | | | 1 | 1 | **2** |
| Strategic Plan | 3 | 2 | 1 | | 1 | 1 | **1** |
| Citizenry | 3 | 2 | 1 | 1 | 1 | | **1** |
| Economic Development | 3 | 2 | 1 | 1 | 1 | | **1** |
| Partnerships | 3 | 2 | 1 | | 1 | 1 | **1** |
| Relationships with - High Schools | 3 | 1 | 2 | | | 3 | |
| Program Review | 2 | 2 | | 1 | | | **1** |
| Alumni Services | 2 | 2 | | 2 | | | |
| Library | 2 | 1 | 1 | 1 | 1 | | |
| Student Newspaper/Campus Communications | 2 | 1 | 1 | 1 | | 1 | |
| Location | 2 | | 2 | | 2 | | |
| Systems | 1 | | 1 | | 1 | | |
| Performing Arts | 1 | 1 | | | 1 | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Relationships with - County and Local Government | 1 | | | 1 | | | 1 | | | | | |
| Transportation/Accessibility | 1 | | 1 | | | 1 | | | | | | |
| Organizational Structure | 0 | | | | | | | | | | | |
| Policy | 0 | | | | | | | | | | | |
| Lifelong Learning | 0 | | | | | | | | | | | |
| Competition | 0 | | | | | | | | | | | |
| Diversity | 0 | | | | | | | | | | | |
| Identity | 0 | | | | | | | | | | | |
| Relationships with - Sister Colleges | 0 | | | | | | | | | | | |
| **Relationships with - State Chancellor** | **0** | | | | | | | | | | | |

## Recent GCCD Accomplishments

GCCD has a long history of being an important asset to the greater Glendale community. These strengths and accomplishments are building blocks for GCCD in the years ahead.

### Community Perspective

*The community and business leaders rate GCCD highly in the programs and services it provides.*

- On the basis of the community survey, conducted in Fall 2009 with more than 2,140 survey respondents, GCCD received high ratings on its programs and services.
- On a four-point scale (Agree (4) versus Disagree (1)), the community respondents rated 75% (15/20) statements at or above 3.7. There were at least 1,099 responses per statement.
- The highest rating was regarding: "GCCD welcomes students of all diverse backgrounds, goals, ages, abilities, and learning styles."

### Verdugo Campus

*GCCD has a beautiful campus setting with state-of-the-art facilities on the Verdugo Campus.*

- GCCD's Verdugo Campus is a beautiful setting nestled in the Verdugo Mountains with spectacular views, open spaces, and Spanish/Mediterranean style architecture. Some of its campus centerpieces are the:
  - New Health Sciences Building
  - Art Gallery
  - Planetarium
  - Library – teaching library, virtual library

### Transfer Track Record

*GCCD has a long-standing track record in student transfers to four-year institutions.*

- GCCD transfers more students to the University of California than any other community college in the San Fernando Valley.

- GCCD's College Scholars program guarantees priority consideration with junior standing at universities nationwide.
- When the California Community Colleges System Office conducted a transfer rate study, GCCD had the highest transfer rate among comparably sized colleges, as well as, Region 7 colleges.

*GCCD Commitment to a rich and diverse curriculum for all students, whether they intend to transfer or not.*

- GCCD's Eclipse has been named one of the top five community college journals in the United States and is the only one that publishes students' work side-by-side with that of award winning authors.
- The GCCD Speech and Debate Team, established in 2004 and competing at both the community college and four-year level, placed first in its division at both the American Forensics Association and National Forensics Association competitions in 2009.
    - Every Speech and Debate team member has transferred to a four-year school, many with scholarships in communications.
- GCCD's Journalism Program is renowned Statewide, garnering numerous prestigious awards from the Journalism Association of Community Colleges for individual contributions and GCCD's periodicals, The Insider and El Vaquero.
- The GCCD Art Gallery space provides museum-level art exhibitions, featuring work by local and internationally-known artists. In the last four years, between 3,000 and 4,000 visitors have viewed exhibitions there.
    - Student assistants work as full preparators just as they would at any art gallery.
    - All of the GCCD art gallery shows are archived photographically on the GCCD website.
- The Math Discovery Center serves as a drop-in tutoring lab for students needing extra help with computers to complete online assignments and as a dedicated collaborative group study area.
- Since 2007, the Mathematics Department (credit) has provided a Math At-Risk Intervention program to contact, advise, and mentor the population of students considered "at-risk" in math basic skills classes.
- Since 2000, the Mathematics Department (credit) has provided Adjunct Mentoring to implement best practices in the delivery of basic skills material, the majority of which is taught by adjunct faculty.
- Since 2001, GCCD faculty have partnered with faculty members of Burbank, Glendale, and Los Angeles Unified School Districts, through the GCCD Math Collaborative project, to enhance the teaching and learning of mathematics and increase the number of students who enter college with college-level math skills.

*GCCD's Science Programs are premier offerings at the community college level.*

- GCCD transfers more biology majors per capita to UCLA than any other college in the greater Los Angeles area and has a 100% acceptance rate at UCLA for its biology majors who have completed their core preparation courses with a GPA of 3.2 or above.
- GCCD has placed more students in the prestigious NASA/JPL SIRI internship program than all other community colleges combined.
- GCCD has a large Scholars program with a prestigious Science Academy for transfer students in science and math.
- GCCD has operated a field station in Baja California, Mexico, for the study of marine biology on the Sea of Cortez.
- GCCD has one of the largest collaborative learning programs in the State.
- GCCD is one of the few community colleges nationwide to offer special National Science Foundation (NSF)-funded scholarships for needy students in both science and mathematics.
- GCCD has one of the most extensive outreach programs in the State to assist local K-12 schools in science and mathematics.
- California State University Los Angeles (CSU-LA) donated $15,000 to a new organic chemistry research program. In addition, GCCD's collaboration with CSU-LA has allowed five students to gain paid internships in a summer program there.

## Garfield Campus

*GCCD's Garfield Campus serves an important segment of the community through its noncredit program offerings.*

- GCCD secured Measure G Infrastructure funds to build a new 42,000 $ft^2$ Garfield Education Center building, providing upgraded facilities and classroom space, additional parking, library space, and other resources. Project completion is scheduled for Fall 2011.
- GCCD's Lifelong Learning Seminars (LLS) extend learning opportunities to the entire community and have served more than 40,000 students since LLS inception in the 1970s.
- To demonstrate LLS involvement in the community, an LLS instructor was the recipient of the 2005 William L. Parker Exceptional Service Award and the 2003 Volunteer Service Award from City of Glendale Parks and Recreation.
- The ENCORE program, an affiliate of the Elderhostel Institute Network, is in its eleventh year and has served more than 700 students.
- Garfield Campus has implemented certificate programs in ESL, Business, and ABE.
- Garfield Campus has used Basic Skills Grant funds to:
    - Conduct community focus groups to solicit feedback and learn about community needs

- Create a Garfield Campus student Welcome Packet
- Have counselors visit and provide counseling information to all Garfield Campus classes
- Create and publish English grammar guides in five languages to assist ESL students in their English grammar comprehension
- Create a brochure about Continuing Education certificate programs
- Create an online Garfield Campus orientation video
- Created an ESL/DSL cross-discipline course
- Film GED vignettes of basic math and English concepts that will be posted on a pilot GCCD I-University site
- Offer staff development for the noncredit instructors

- Garfield Campus has implemented unique first-language support ESL classes at the literacy level in Spanish and Armenian.
- Garfield Campus offers noncredit ESL classes throughout the community, including Roosevelt Middle School, City of Glendale's Recreation Center, and other locations in the cities of Montrose, and La Crescenta.
- Garfield Campus established a cohort of ESL classes designed to support Spanish speakers.

### Student Services

*Student Services is committed to providing students with all of the support necessary to persist and be successful at GCCD and beyond.*

- GCCD has provided Extended Opportunity Program and Services (EOPS) for 40 years.
- The Matriculation Outcomes Study for the GCCD credit program, which compared outcomes for students receiving and not receiving matriculation services, demonstrates compelling positive outcomes in student persistence, retention, and other measures for students receiving matriculation services.
- GCCD's comprehensive Student Employment Program employs more than 700 students on the Verdugo Campus each year and offers internships in local businesses, governmental agencies, and industries, providing valuable experience relevant to their academic goals. In addition, each year the Student Employment Office places more than 150 students in off-campus, part-time and full-time jobs.

## Economic and Workforce Development

*The PDC is committed to providing excellent workforce training.*

- More than 24,000 workers from more than 3,600 California companies have taken advantage of PDC training programs.
- Of the more than 3,600 employers served, 85% have been small businesses with less than 250 employees; 50% have had fewer than 50 employees.
- Customers report increased productivity, efficiency, and employee morale thanks to PDC training.
- Employees report more job satisfaction, coupled with increased accuracy, speed, and overall job output. Many report higher levels of confidence often leading to promotions, raises, and other kinds of growth within their companies.
- 90% of PDC business comes from repeat customers.

*GCCD has partnered with the community to offer innovative CTE programs.*

- GCCD partnered with the Verdugo Workforce Investment Board (VWIB) and Glendale Water and Power (GWP) to create the Verdugo Power Academy, a new training program for primarily dislocated workers and low income adults interested in working in the power industry.
    - The Verdugo Power Academy is funded through a VWIB grant from the American Recovery and Reinvestment Act that was awarded to GCCD.
    - GCCD held the graduation ceremony for the first graduating class of 18 students on January 15, 2010 and entered the event into the Congressional Record.
    - The Verdugo Jobs Center (VJC) provided the cohort with resume writing, self-marketing, and interview skills. The VJC also facilitated a joint job fair with GCCD, inviting several local utility companies to interview our VPA graduates.
    - The California Community College Association of Occupational Educators (CCCAOE) recognized GCCD, GWP, and the VWIB for the Excellence in Partnership Award in March 2010.
- GCCD also partnered with the VWIB to provide Alcohol Drug Studies Counselor training for primarily dislocated workers and low income adults. American Recovery and Reinvestment Act (ARRA) stimulus funds funded the training.

- GCCD's Verdugo Fire Academy, a partnership among GCCD, Glendale Fire Department, and other local fire departments in Area C, provides training at GCCD and various fire department sites. Cadets earn State Fire Marshall certificates leading to Firefighter 1 status and hiring eligibility.
    - The Verdugo Fire Academy is a California State Board of Fire Services and California State Fire Marshal's regional certified academy.
    - A collaborative relationship with the City of Glendale and Fire Department resulted in a donation of two fire engines to the Verdugo Fire Academy.
    - GCCD is the only community college in California that has an ambulance.
- GCCD's Greentech Environmental Programs are designed to create both an awareness of emerging careers in green technology and provide students with the tangible skills necessary to enter these careers. Focusing on the industry sectors of Engineering & Design and Energy & Utilities, this program provides a career-focused pathway for students interested in becoming part of California's growing "green economy."
- GCCD has partnered with Whole Foods to offer employees courses at the Verdugo Campus, leading to an Associate Degree in Retail Management.
- Four GCCD science, math, and computer science faculty and four Pasadena City College (PCC) faculty received funding from a PCC/GCCD CTE Community Collaborative grant for full-time paid summer externships in the Jet Propulsion Laboratory (JPL) Externship Fellowship program.
- Ten K-12 districts in the region have sent middle school and high school counselors and instructors to participate in staff development, sponsored by the PCC/GCCD CTE Community Collaborative grant.
- The Nutrition program was funded by the California Department of Education to train teachers from all over the nation in the Healthy Kids Cuisine program.
- Local hospitals have offered to hire GCCD nursing student graduates first.
- The City of Glendale has invited GCCD to partner with them in the Google Fiber Communities grant application.
- GCCD, California State University Northridge (CSUN), and the Los Angeles County Assessors have partnered to provide a PACE program AA in Business and BA in Public Service for current employees.
- GCCD Machine Technology, CAD, and Animation faculty are regional AutoDesk trainers.
- GCCD faculty member has recently become Apple certified so that GCCD will now be able to provide regional training.

## Diversity and a Community Resource

*GCCD benefits from its international and diverse student body.*

- GCCD was cited in the "Institute for International Education Open Doors" report as ranking 40th nationwide in community college international student enrollments.

*GCCD is proud to be a community resource.*

- The GCCD Planetarium is the most advanced college digital-planetarium in the world, which presents planetarium shows to thousands of K-12 students, youth groups, and local civic organizations; hosts monthly “Evening with the Stars” planetarium shows and sky viewings; and contracts private events by special arrangement.
- GCCD hosted a Community Leadership Forum in January 2010. The event was a great success and GCCD is committed to continuing and broadening its dialogue with the GCCD community.
- San Fernando Valley Economic Alliance recently awarded the Glendale College Foundation the Education Star in the Valley.

## Facilities and the Environment

*GCCD has implemented a number of changes to improve facilities performance, delivery, and security.*

- Facilities now manages Large Construction projects to ensure that Facilities staff have greater involvement throughout the construction process, improving process efficiency and the final product
- Key-request functions have been added as options to the GCCD web-based work order system, speeding up key delivery and room lock changes, and providing instant notification when keys are ready.
- Receiving Operations has implemented an email package receipt notification, improving package delivery times and security.
- GCCD has transferred its library of building blueprints to electronic format, which has aided the construction process by allowing GCCD to share drawings with contractors and architects.
- In 2010, in cooperation with the ASSGC, GCCD will begin an anti-graffiti program. Student funds will be used in campus beautification projects that include the use of materials used in areas susceptible to vandalism and graffiti.
- GCCD Campus Police has completed Emergency Operation Training, including a simulation exercise.

*GCCD is committed to being an environmentally responsible enterprise.*

- The GCCD Board of Trustees has committed to all new construction meeting LEED Standards from the U.S. Green Building Council (USGBC).
    - Air quality testing has been performed on many buildings and met State and Federal standards.
    - All new buildings on campus incorporate reclaimed water for use in toilets.
    - Approximately 90% of the campus landscape is watered with reclaimed water.
    - All campus buildings incorporate waterless urinals.
- GCCD has taken several steps to decrease energy consumption, including:
    - Installation of photovoltaic panel arrays in the roofs of the Cimmarusti Science Center and the parking garage
    - Scheduling a comprehensive campus energy efficiency audit, funded with a rebate grant from Glendale Water and Power.
    - Increased efficiency in the operating system
    - Installation of an intelligent power monitoring system to cap annual energy consumption
    - HVAC and electrical infrastructure upgrades
- GCCD has increased the required minimum percentage of recycled materials in paper products used on campus.
- GCCD custodial staff use "green" cleaning products to improve the environment for our staff and students.
- GCCD employs a number of people in the police department to fill a FTE Transportation Coordinator position. These employees work with the Air Quality Management District (AQMD) to create alternative transportation options for the campus, such as:
    - A $10 stipend for faculty and staff who walk or bicycle to work
    - A 50% reimbursement of monthly bus pass fees for GCCD employees
    - Use of van pools
- The Campus Computer Coordinating Committee (4Cs) initiated a new policy in Spring 2010 that requires all new campus computer installations to activate energy saving features on the computers and monitors.
- GCCD recycles a minimum of 50% of all solid waste by contract with Southland Disposal.

## Department of Nursing

*GCCD nursing students and faculty are active in national associations, and community organizations, events, and outreach.*

- With faculty guidance, students in the nursing program have established an official branch of the National Student Nurses Association.
    - This group has actively done fundraising for vulnerable groups, homeless, and Haiti relief.
    - Class officers have attended statewide meetings and activities.
    - The group is staffing community health events.
    - The group is actively doing outreach to pre-nursing students on the GCCD campus.
- Nursing students actively participate in Service Learning activities in the community providing thousands of hours every year at campus and community health events.
- For the 2nd year in a row nursing students staffed the Glendale Healthy Kids Annual Health Fair assisting with screenings and providing health education.
- Nursing students assisted at a local hospital providing assistance and health education during a MegaHeart event.
- The Nursing Program Director has been selected and served on several statewide activities and projects including Nursing Education Redesign.
- The Nursing Program Director serves on the board of the Los Angeles Nursing Resource Coalition, executive board of the Glendale Healthier Coalition, and as a Community Board Member on one of the local nonprofit hospitals.
- The Nursing Program affiliates with 4 universities and their Master degrees in Nursing programs to offer graduate students a location in which to work with our experienced educators to complete their experiential requirements.
- Nursing faculty and students provide outreach activities to high school and middle school students to educate the regarding opportunities in nursing.
- The Nursing Program Director and Faculty affiliate closely with, and attend Schools of Nursing meetings with our clinical partners in the region.
- A Nursing Faculty member has been selected and now serves on the board of the local Red Cross.
- One of the Nursing Faculty served as 2009-2010 president of the Los Angeles Chapter of the Armenian American Nurses Association.

- Nursing students and faculty partner with the hospitals and other health care providers each Fall to provide valuable community service staffing the region's Flu clinics.
- Forty eight GCCD individuals including the Nursing Program Director, Nursing Faculty, and nursing students participated with the Los Angeles Department of Public Health and the City of Glendale in providing Glendale's first ever Point of Distribution (POD) exercise providing more than 2000 H1N1 Flu vaccinations in a single day event.
- New affiliations have been established at 2 acute care hospitals in the region bringing the number of affiliations to 13.

*The GCCD Nursing Department has been successful in securing funds for their programs and students.*

- Nursing has sought and been awarded about $3 million in local and state grant funds over the last 5 years including:
    - California Community Colleges Capacity Building Grants which provided $467,000 capital outlay to cover the expense of all instructional equipment needed for the new floor in the Parikh Building.
    - Funding for Tutoring and Mentoring for Nursing Students
    - Funding for the instructional costs of added spaces for nursing students
    - Funding for 2.5 FTE of classified assistance to support program needs.
    - Funding to provide for additional hours of staffing in the Nursing Resource Lab (district funds only provide for 20 hours per week).
- The program has partnered with several non-profits and hospitals bringing tens of thousands of dollars of scholarship opportunities to students in the nursing program.

### Department of Alcohol Drug Studies

- With faculty guidance students and graduates of the program have formed the Alcohol Drug Studies Club.
- The First Annual Informational Alcohol & Drug Summit was held September 30, 2009, with an even larger event planned Fall 2010.
- Alcohol Drug Studies is receiving ARRA funding to support additional students in the program in a cohort model.
- The Alcohol Drug Studies Program Director is serving on the board of our statewide accrediting organization California Association of Alcohol and Drug Educators (CADDE).
- The Alcohol Drug Studies Program Director was honored at the April 2010 Armenian Relief Center's Annual Awards Dinner for his contributions and assistance to their organization.

## Department of Emergency Medical Technician (EMT) I

- The EMT program sought and received a grant to allow for needed upgrades in instructional equipment purchases at no expense to the district budget.
- The EMT program consistently had National Registry pass rates which exceed the regional, state, and national pass rates.
- The EMT Program Director has been selected for a statewide steering committee addressing the future of EMT I in California.
- EMT I completers continue to be employed in a variety of healthcare settings in the region.
- The EMT instructors have implemented the use of Quizdom Clickers as an active method of engaging students in interactive class sessions.

# Appendix F: Internal SWOT Analysis

**STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT Analysis) – QUALITATIVE INPUT**

On the basis of the $Q^2$ input, KH compiled a summary (Exhibit F-A) of the qualitative discussions and interviews, highlighting the described:

- **S**trengths to be preserved
- **W**eaknesses to acknowledge
- **O**pportunities for improvement
- **T**hreats or barriers to overcome

**Exhibit F-A**
**Input from Internal Interviews and Focus Groups: SWOT Analysis**

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| **STRATEGIC PLANNING AND EDUCATIONAL MASTER PLANNING** | | | | |
| Planning – General | • Ongoing<br>• Detailed<br>• Many plans developed<br>• Strong awareness of State accreditation standards – linked to planning initiatives<br>• Commitment to State-defined mission of community colleges<br>• Solid longitudinal data<br>• Extensive internal SWOT analysis completed in past<br>• Passionate GCCD constituents lead to innovation (and debate) | • Not integrated<br>• Too detailed<br>• Not strategic in bringing about meaningful and lasting change<br>• Not fully linked to external demographic trends and community needs<br>• Decision-making is not always student-focused<br>• Respond slowly to change – reactive vs. proactive<br>• Not systematically implemented and monitored<br>• Too many surveys<br>• Need to focus on "what" we want to accomplish, then determine "how" to do it | • Need to "own" the planning process<br>• Planning should establish priorities and balance between credit and non-credit offerings, given cap Integrated, implemented, and monitored planning processes linked to:<br>  • Budgeting – emphasis of Accreditation Teams<br>  • Accreditation<br>  • Program review<br>  • SLOs<br>  • Detailed plans<br>  • Community needs]<br>  • External trends<br>• Need to implement evidence-based planning for decision-making – become more empirically based<br>• Need more momentum regarding where GCCD wants its future directions to be | • Lack of time<br>• Accreditation self-study<br>• Budget crisis – cutting Winter classes so lack mechanism to fund programs<br>• Lack of focus to take planning seriously<br>• Every few years new mandates (SLOs, Program Review, Assessments)<br>• Tendency for new ideas to be shot down – bureaucratic processes |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Planning – General (cont'd) | | • Passionate GCCD constituents which leads to debate and resistance to change<br>• Lacks governance to make the system work<br>• In terms of mission, lack of awareness that noncredit programs are a primary mandate of GCCD<br>• Not empirically based – concerns that administration and faculty will resist an evidence-based approach | • Need to educate campuses how to plan<br>• Become more data-driven and empirically based in planning, decision-making, and resource allocations | |
| Planning – Garfield Campus | • Garfield Campus close to the community it serves | • Student need to know what is available in terms of student access and success | • Desires a vision for its future<br>• Students can take both credit and noncredit courses at the Garfield Campus | |
| Accreditation | | • Process is reactive instead of proactive<br>• Needs are not prioritized<br>• No vision | • Increase campus involvement in accreditation process beyond just committees and writers | • Could get warning |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | | • Issue with linkages between planning, program review, budget, and decision-making | • It is challenging to get input<br>• Will have open forums in early November 2009 | |
| Academic – competitiveness | • More perquisites for classes than peers – students are well-prepared for 4-yr<br>• Challenging academic courses<br>• Transfer rates<br>• Performance of transfer students | • Perception of more perquisites for classes than peers, particularly in math – some argue that these perquisites causes students to finish at transfer from other institutions | • Assess perquisites for classes vis-à-vis peers<br>• According to the Mathematics Division, it has sequence charts that indicate that the requirements at GCCD are similar to those at surrounding colleges.<br>• In some instances, GCCD has fewer required courses | • Students will enroll elsewhere<br>• LA City College building center at Atwater Village |
| Scheduling and Course Offerings | | • Limited comprehensive Weekend College programs<br>• Limited comprehensive Evening College programs | • Online Fire Academy online<br>• Power Academy (smart grid and green technology)<br>• Entrepreneurship<br>• Hotel management<br>• Comprehensive Weekend and Evening College<br>• More Contract Education | • Students will enroll elsewhere |
| Academic offerings | • High transfer rates to UCLA in biology | • Offering courses that are later cancelled | • Ensure articulation agreements are in place for CSUN and UCLA | • Block scheduling next year |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | • "Harvard on the Hill"<br>• High transfer rates<br>• "Lobster Newburg"<br>• High school outreach in mathematics and English<br>• Collaborative learning, service learning, and honors programs<br>• GCCD has made fewer cuts to their offerings (across the board) than most community colleges<br>• Strong Science Program<br>• Baja program and new facility<br>• Planetarium and JPL internships and relationships in the physical sciences | • Transfer and post-transfer data limited<br>• Snob appeal that deters those in need of other educational opportunities<br>• Not all programs articulate with CSUN (even if they do with UCLA)<br>• Limited distance learning program<br>• Pecking order:<br>  • General Education<br>  • CTE<br>  • Noncredit<br>• Limited distance learning program<br>• No culture of inquiry<br>• Need to emphasize critical thinking and focus on SLOs<br>• Baja program not widely known<br>• Concern that block scheduling will reduce sections and lose efficiencies and maybe students | • Promote and maintain high transfer rates<br>• Promote diversified educational opportunities that meet a spectrum of needs<br>• Expand distance learning options and models<br>• Block scheduling next year<br>• Take a strategic/empirical approach to class scheduling<br>• Promote GCCD as a premier science program<br>• Make the Baja program fiscally self-sufficient<br>• Promote Baja science program with:<br>  • Other colleges<br>  • High schools<br>• Should be based on community needs and what is needed to sustain GCCD's mission<br>• Community education<br>• Block scheduling<br>• GCCD's strengths not sufficiently marketed | • Internal culture; resistance to change<br>• Not leveraged science and technology capabilities to the public |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| CTE Offerings | • Nursing comp tests – used by local hospitals<br>• Food services<br>• Child development<br>• New CTE funding<br>• Most of the new curriculum is in CTE | • Have lost many programs during the past 30 years<br>• Lost pilot program – very difficult<br>• No Vocational Education Dean for 10-15 years – position was recreated a few years ago but it has not been filled<br>• Lack of connection between Garfield and Main Campus Vocational Education<br>• Lack of connection between academic and career technical<br>• Limited offerings<br>• Heavy prerequisites cause prospective students to go elsewhere<br>• Lack of space for equipment<br>• Cost of CTE programs, particularly Nursing | ▪ Evidence-based planning<br>▪ Research what other schools are offering and use information to update GCCD programming<br>▪ Find out what the community and businesses need<br>▪ Be careful not to create expectations that cannot be met when surveying community<br>▪ Build in measurements for success<br>▪ Partner with local businesses and industries to provide internship opportunities<br>▪ Conduct feasibility studies<br>▪ Need to develop criteria for prioritizing and selecting programs<br>▪ Implement innovative/social marketing<br>▪ Improvement in working relationships among:<br>  ▪ General Education<br>  ▪ CTE<br>  ▪ Noncredit programs | • Students will enroll elsewhere |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| CTE Offerings (cont'd) | | • Insufficient internship opportunities<br>• Lack of mutual respect and understanding of the inter-relationships among:<br>  • General Education<br>  • CTE<br>  • Noncredit | | |
| Academic new offerings | • New CTE funding<br>• Most of the new curriculum is in CTE | | • Utility Academy and "Smart Grid"<br>• Educational model where students are in same class whether:<br>  • Credit/Census<br>  • Noncredit/Positive Attendance<br>  • Fee-based<br>  • Community Education | |
| Noncredit programs | • GCCD's noncredit programs are among the 6 largest in the State<br>• Offer both high school diploma and GED options | • Chasm between credit and non-credit that hinders the growth on noncredit programs<br>• 2nd class citizens<br>• Class size is too large | • Seamless offerings between credit and non-credit:<br>  • ESL<br>  • Mathematics<br>  • English<br>  • Other | • Create unnecessary barriers for accessing education<br>• Class availability does not meet student needs |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Noncredit programs (cont'd) | • ESL = one of largest divisions at GCCD (6 full-time faculty, teaching 60% of the noncredit students)<br>• Development Skills Lab (DSL) | • Differential in workload with credit (15 hours) and non-credit (24-30 hours)<br>• Need more variety – students repeat classes<br>• Expand schedule to Friday, evenings, and weekends<br>• Noncredit faculty do not get paid office hours<br>• Some instructors don't provide class tools from previous classes to students who were absent<br>• Fee-based programs are in danger of being shut down because of budget issues | Note: Noncredit courses must be part of a series of offerings (there is not total agreement on this issue)<br>• Build on successful models at other CCDs:<br>  • San Francisco CCD<br>  • San Diego CCD<br>  • Mt. Sac CCD<br>  • North Orange CCD<br>• Need to increase ESL (especially weekend)<br>• Need to provide more vocational and physical activity classes<br>• Instructors need to manage learning gaps better (not total agreement on this issue)<br>• Need more conversation classes<br>• Build on successful models at other CCDs:<br>  • Older students can't keep up in some classes (e.g., computer courses)<br>  • Should maybe offer accelerated classes for quick learners | • See comment later regarding scheduling of ESL noncredit classes at the Main Campus – classrooms assigned in Week 2 of semester |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Noncredit programs (cont'd) | | | • Computer for seniors<br>• Instructors need to be aware of this issue<br>• Provide translators for computer classes – vocabulary is too technical for ESL students<br>• Shorten ESL classes to move through levels better<br>• Provide access to used text books<br>• Connect with Verdugo Jobs Center or others to provide Worksource training at GCCD<br>• Invite unemployment representatives to GCCD to counsel students on the filing process | |
| STUDENT ACCESS AND STUDENT SERVICES | | | | |
| Student Services/ Student Affairs/ Access – Credit | • There are a lot of active student organizations<br>• Visiting students complement student services on access<br>• Student involvement is truly encouraged | • Library hours need to be extended<br>• Students are unaware of what all student fees are for<br>• Train counselors<br>• International student fees are cost-prohibitive | • Marketing student services – a lot of students don't know what student services are available to them<br>• Centralize student services to simplify processes<br>• Improve training of counselors | • Surge in student numbers and decrease in resources makes it difficult to maintain high-quality student services |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | • There are a lot of student events and activities on and off campus (Baja, trip to visit northern California colleges)<br>• Many faculty and staff endow scholarships on campus | • Quality of counseling<br>  • Students perceive that counselors are only concerned with filling classes<br>  • Transfer counselors do not provide reliable or consistent information | • Improving student entry process with orientation workshops, student mentoring, etc.<br>• Establishing online books to reduce cost of books for students<br>• Improve student access<br>• Improve student retention | • Students bypass the "chain of command" and go directly to the president and other "higher up" officials, creating an inequity in student access and treatment |
| Student Services/ Affairs/ Access – Noncredit | • Students are generally aware of counseling opportunities | • There is no student government association at the Garfield Campus and no Garfield Campus ASGCC representation<br>• Students are not aware of all counseling opportunities<br>• Lack resources for quality counseling<br>  • Time<br>  • Only two Garfield academic counselors | • Extend lab hours or provide access to Main Campus computer labs – maybe offer access to noncredit that pay the fee<br>• Commonwealth of Massachusetts model for senior citizens (free noncredit courses marketed)<br>• Provide priority registration to existing students – is available for ESL, but need it for business classes<br>• Integrate noncredit ESL courses into regular Main Campus class schedules | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Student Services/ Affairs/ Access – Noncredit (cont'd) | | • ESL (noncredit) is offered on the Main Campus but no room is available until 2nd of the semester<br>• ESL registration system has shut down during registration for 2 or 3 semesters in a row – there is no preparation or solution (only 1-2 days to register)<br>• Noncredit students do not have access to the health clinic<br>• Student Services is difficult for students to find – needs to be more accessible | • Increase student services awareness by providing information in orientation, literature, online, etc.<br>• Provide student orientation<br>• Provide online peer counseling | |
| Student access – Transition from Garfield Campus to Main Campus | | • Not clearly defined how students can transition from credit to non-credit programs<br>• Admissions & Records not accept noncredit GCCD transcript as proof of | • Cohort programs at Garfield<br>• Transportation between Garfield and Main campuses (also discussed later) | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | | residency of 1 year or more (may be a statutory restriction) | | |
| Distance Learning | • Supportive of hybrid models | • Viewed as limited at GCCD<br>• Controversial as an effective learning-teaching approach | • Opportunity to expand GCCD's reach behind its geographic boundaries<br>• Strong interest among leadership for Distance Learning<br>• Strong interest among students and potential students where appropriate for course offering | • Other CCDs already embedded in the Distance Learning market<br>• Strong resistance among faculty |
| Marketing | • GCCD = stepping stone to four-year institutions or careers<br>• Garfield Campus well marketed<br>• CTE does own marketing | • There is a perception that there is no marketing arm<br>• Outreach no longer going to high schools to register students<br>• Lack of NPR to promote GCCD, similar to Pasadena and Santa Monica have | • Marketing plan and capabilities<br>• Need to focus on what community needs versus what GCCD wants to provide<br>• Promotion that students can live at home while attending first 2 years of college – attractive to immigrant families or first generation college students<br>• TV network in multiple languages | • Perception that Main Campus is primarily an Armenian student body – an asset and possible deterrent |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Customer Service | | • Not responsive to students<br>• Visiting students have complemented student services on access (i.e., ease of use, customer service, etc.)<br>• There are a lot of active student organizations<br>• Need to train the first-line taking the calls<br>• Student workers are used for call center – not enough or no training<br>• Need consistent knowledge of programs, services, classes, etc. across the board<br>• Lack of clarity and knowledge of responsibilities results in bad customer service and repeated mistakes | • Customer service representatives need to help customers navigate how to ask their questions and where to find answers that are meaningful | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Customer Service (cont'd) | | • Offices with high student contact don't provide complete customer service<br>• Lack of a clear process or system to navigate where to direct customer inquiries correctly within GCCD<br>• Main Campus calls are often wrongly diverted to the Garfield Campus | | |
| GOVERNANCE, LEADERSHIP, AND WORK CULTURE | | | | |
| Governance | • Active participation<br>• Sincere goodwill for the betterment of GCCD<br>• Survived recent crisis | • "We-they" mentality<br>• Too many committees<br>• Micro-management by Board in recent years<br>• Little time to reflect and build consensus<br>• Recent history of conflict and turmoil<br>• Lack of boundaries (e.g., Faculty Guild extending beyond the scope of their authority) | • Transformation process<br>• Open dialogues – listening to all perspectives<br>• Better define and explain an advisory role<br>• Healing time<br>• Board viewed as partner<br>• Board acting as a Board, not individual Board members<br>• Desire for open communication and greater trust (earned through consistency in words and action) | • Strong personalities that make dialogues difficult<br>• Some too slow to let go of the past<br>• Some too quick to bring about new<br>• Board is too involved in operations |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Governance (cont'd) | | • Faculty Guild "bullies" the administration and Board<br>• Legally-mandated issues go to review, slowing down response and possibly creating a situation where GCCD is in violation<br>• CTE not actively involved in governance (heavier workloads)<br>• Lack of trust<br>• Some perceive "secret" meetings occur where decisions are made<br>• Perception of heavy control of decisions by Mathematics Division; Mathematics Division suggests that a lack of balance of campus involvement | • Clarify roles and responsibilities of governance<br>• Interim President more inclusive and open/honest<br>• Ongoing evaluation of college climate and participatory governance<br>• Better balance of involvement across campus<br>• Lack of leadership development | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Leadership | • A long-standing President<br>• Involved and dedicated Board<br>• Current milieu of hope under the Interim President<br>• Strong Faculty Guild<br>• Strong CSEA<br>• Campus pride | • Lingering faculty disengagement<br>• "We-they" of faculty and CSEA versus collaborative approach<br>• Micromanagement of employees<br>• Management is not engaged<br>• Recent history of disfranchised relationships with the Board and Presidential leadership, described by some as an "unhealthy" three years – eroded levels of trust<br>• Mid-level management does not feel empowered or have the authority to make decisions<br>• Inability to make decisions, because several at the top are interim | • Transitional period – a period of hope, rebuilding, and collaboration<br>• Opportunity to bring people together<br>• Board with strategic orientation and managing through policies<br>• Presidential search<br>• Department and division management needs the support of executive management<br>• Lack of clear guidance, expectations, or direction offered | • Leadership is not making the tough decisions<br>• Work is not always done within the "rules" |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Communication | | • No flow of information on and among both campuses resulting in run arounds, double-work, misunderstandings, etc.<br>• Organizational "silos"<br>• Promotion of the Baja science program<br>• Disconnect between GCCD and the<br>• Emails inappropriately used to disseminate important information that is better shared by memo where receipt of information is better ensured<br>• Lack of communication between the Main Campus and Garfield Campus<br>• Community | • Improve communication between union and management<br>• Continue to expand and standardize meetings that involve both campuses together<br>• Need an cross-reference directory<br>• There is a weekly bulletin at/for the Main Campus; develop similar bulleting at/for the Garfield Campus<br>• Teleconference faculty meetings between Garfield and Main Campuses<br>• Hold some meetings and staff development activities at the Garfield Campus<br>• Move away from exclusion toward inclusion<br>• Increase open communication between employee categories to solve funding issues | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Communication (cont'd) | | • It is difficult to impossible for Garfield Campus employees to participate in lectures and staff development on Main Campus because of scheduling and other constraints<br>• Adjunct Input is undervalued or ignored<br>• Communication overly reliant on each person being self-sufficient<br>• Garfield Campus employees are not fully informed of the status of the accreditation process<br>• Some employees take advantage of union position and there is no accountability or consequences | | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Communication (cont'd) | | • Lack of participation in committees because "nothing received in return"<br>• The four-day schedule was not communicated to Garfield until after Garfield completed their Spring schedule<br>• The Faculty Guild does not understand the Garfield Campus<br>• GCCD does not know who the students are<br>• The community doesn't know that the Garfield Campus is a part of GCCD | | |
| Innovation, flexibility, and responsibility | • Employees are generally given the freedom to try new ways of doing things<br>• Employee adaptability | • Resistant moving into career and vocational technology<br>• Resistant moving into distance learning | | • Students will enroll elsewhere |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Organization | • Although not been the case in the past few years, GCCD has long-term stability in leadership<br>• Seasoned and experienced directors and deans<br>• Great teamwork<br>• Fact: Division Chairs are elected which makes them a peer among peers | • Bifurcated/"siloed"<br>• Many current arrangements based on "historical accident"<br>• Uneven workload<br>• Some contend that faculty, unions, and community are "hard on peers" when promoted<br>• Fact: Division Chairs are elected which makes them a peer among peers | • Integration of job placement and career center possibly<br>• Clarification of decision-making processes across:<br>  • Division Chairs<br>  • Deans<br>  • Vice President<br>  • President<br>• | • There is a general fear of retaliation among staff<br>• Ineffectiveness of leadership negatively affecting morale |
| REVENUES | | | | |
| Budget | • Budget issues encourage employees to figure out how to do things more efficiently with creative and solutions that sometimes end up with better results (i.e., group vs. individual counseling) | • Budgeting processes arcane<br>• Faculty and staff are not aware that the budget is linked to strategic priorities<br>• Lack policy for reserve (5%)<br>• Budget woes have resulted in cuts to CalWORKS funding, financial aid, student workers, etc. | • Cross-training in job classification<br>• Implement work sharing or furloughs<br>• Develop new revenue streams<br>• Provide reasonable and continued health insurance for adjunct and part-time<br>• Keep job classifications generic for greater mobility | • There is no budget oversight to protect the needs of students<br>  • BOG money ran out and 200+ students did not receive assistance<br>• Lack of accountability |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Budget (cont'd) | • Students are participating in finding issues – involved in protests at PCC and in Sacramento to support increased CC funding<br>• Winter intercession was saved, despite budget cuts<br>• GCCD is better off than other CCDs and universities | • Concern about total compensation costs<br>• Employee cuts and enforcement of hiring freeze is inequitable<br>• A lack of communication and mixed signals concerning budget cuts is causing unease among GCCD employees on both campuses<br>• Pay increases are not merit-based – GCCD loses hard workers to places where they are rewarded<br>• The budget committee needs more authority over the budget<br>• Don't know how to address unfunded enrollment – need to prioritize offerings according to community needs | • Implement thoughtful, efficient planning for funding allocation<br>• Implement a more collaborative budgeting process and share prioritization and efficiency methods among different GCCD groups (faculty, administration, student services<br>• Innovation – solicit ideas from employees to save money and generate revenue | • Spending money on Garfield modernization when GCCD is over budget |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | | • Lack multi-year budget<br>• Some classes cut from winter intercession – PT hurt more than FT faculty | | |
| Funding | • Have the freedom to make strategic and creative solutions to address lack of resources<br>• Some progress made to link the budget to program review and accreditation<br>• Recent winter reductions based on student needs, course sequences, as determined by Vice President, Deans, and Division Chairs – better approach than in the past | • Recessionary times<br>• Limited population growth to sustain GCCD<br>• Need for new revenue sources to keep up with inflation<br>• Recovering from "autocracy" – now want fairness<br>• Bond difficult to pass; no new one possible for a long time<br>• Cost over-runs in the overtime budget<br>• Unclear if departments, divisions, or GCCD receive revenues earned through community service | • Consider annexing Burbank into GCCD service area for community college, not Adult Education (BUSD)<br>• See parcel tax opportunity under "Partnerships with GUSD"<br>• Link funding to outcomes<br>• Establish funding priorities based on data | • State's fiscal crisis and potential deeper cutbacks |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Funding (cont'd) | | • Garfield gets overlooked or short shifted when funds become available<br>• Anticipate funding cuts through at least 2011<br>• Concerned about the need for more CTE offerings, which will cost more during a time of limited fiscal resources<br>• Lack of empirically based decision-making for setting funding priorities linked to outcomes | | |
| Grants | • Obtained significant grants over the years | • Lack grant-writing person<br>• Once "soft" grant dollars end, positions funded absorbed by General Fund | • Dedicate a grant writer to Garfield<br>• Pursuing funding at the Federal level (CTE and educational reform funding) | • Need to be politically savvy |
| Endowment | • Long standing GCCD Foundation<br>• Endowment of approximately $7.586 million | • Endowment can be larger, given GCCD's history and importance | • Endowed chairs<br>• Building and program naming opportunities<br>• Living trusts with residents | • The Foundation wants to be involved beyond just raising money |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Endowment (cont'd) | | • Fundraising events are not sophisticated<br>• Not enough fundraising | • Educate faculty and staff about what it takes to fund-raise | • Lacks a clear vision; the Foundation doesn't know what they are raising money for<br>• The Foundation has become disengaged |
| FACILITIES | | | | |
| Facilities – Main Campus | • New or remodeled facilities in last 20 years<br>• Child Center in Life Skills building, emphasizing Parent Education<br>• Beautiful and well-maintained<br>• Architecture and design<br>• Employees and students' pride in the campus grounds –recently a student clean-up day | • Concerned about deferred maintenance<br>• Limited number of bonds over 75 years<br>• Freeway 134 = psychological barrier of attending or teaching at Garfield Campus<br>• There is a lack of custodial support<br>• Some limitations in parking during specific time periods at<br>• Give too many permits for spaces available | • Improve signage | • No maintenance budget<br>• Landlocked at Main Campus<br>• Increased enrollment is a cause |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Facilities – Main Campus (cont'd) | | • Main Campus<br>• Main Campus fitness facility is not available to noncredit<br>• Loud music in parking lot<br>• Faculty lot never full | | |
| Facilities – Garfield Campus | • New facility being built for the Garfield Educational Center – emphasis on modernization versus expansion<br>• Affordable housing<br>• Garfield faculty and staff will give preferential parking to students during construction<br>• Garfield instructors were involved in the design of the new classrooms | • Lack of clarity of use of remodeled<br>• Available space does not adequately accommodate classes and students<br>• Perception of "unwanted" step child<br>• "Expansion" title is misleading and lack of widespread communication about the modernization perpetuates confusion<br>• Conflict of balance between noncredit and credit offerings at Garfield Campus | • Seamless transition for students from noncredit to credit offerings<br>• Based on State standards, Garfield qualifies for:<br>  • Library<br>  • Child care – need to license Parent Support Center<br>• Gentrification of Garfield area<br>  • Edison City Complex<br>  • Adams Hill<br>• There are not currently a library or student lounge, but they will be included in the new building<br>• Library<br>• Work with City to alter parking regulations during construction | • Gentrification of Garfield area can create a barrier for lower-income students to access learning<br>• Maintenance and sustainability of new facilities<br>• Community is anxious about parking situation during construction |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | | • The new construction will not result in added class space<br>• Insufficient recycling cans/program<br>• Don't have a cafeteria or commons area<br>• Resources are wasted (i.e., older, but usable, desks were left outside in the elements and were destroyed)<br>• Community Services Education (CSE) has to pay to use space on Main Campus<br>• Don't have a faculty lounge or offices<br>• There is no student lounge<br>• CSE was short shifted in the new building plan – could have included a CSE instead of renting at other locations in the community | • New building will have smart classrooms<br>• Check out movies for practicing English<br>• Need to communicate building plans to students and neighbors<br>• Improve signage and provide a campus map<br>• Provide wireless access<br>• Provide more comfortable chairs, better tables, left-hand desks, sanitizer pumps<br>• Provide culturally significant options, like toilets that wash<br>• Ensure quality of off-site locations<br>• Provide ergonomic oversight | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Facilities – Garfield Campus (cont'd) | | • There is no library<br>• Don't have a physical activities area<br>• Gentrification of Garfield area<br>• There aren't sufficient childcare Lack of quality security<br>  • No campus security building or office<br>  • Set in cars all day<br>  • Employees don't know what the officers' purview is<br>• Lack of parking and traffic safety<br>  • There is no crosswalk to the campus entrance (big safety issue)<br>  • There is no weekend parking for students<br>  • Don't have bicycle racks or motorbike parking | | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Facilities – Garfield Campus (cont'd) | | • Grossly insufficient parking at Garfield that will only compound when building begins<br>• Have to walk 2 blocks to car<br>• Security does/can not manage issues like double-parking, street traffic, etc.<br>• Not enough disabled parking<br>• Need to repaint parking lot lines and directional arrows<br>• Campus security need to pay more attention<br>• Need better enforcement of 5MPH limit in parking lot<br>• Students loitering at front gate and in other areas is dangerous | | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Facilities – Garfield Campus (cont'd) | | • Employees not allowed to ask officers to do something – like address loitering students<br>• No campus police on the weekend<br>• College police can't lock classrooms<br>• College not insured to replace stolen goods<br>• No badge system on campus<br>• The new building will not take care of all of the faculty, staff, and student needs<br>• The facilities are not friendly to students with disabilities<br>• Need larger GED classrooms<br>• Not enough restrooms<br>• Dirty coffee machines | | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Facilities – Garfield Campus: Access | | • Lack of convenient public transportation between Garfield and Main Campuses<br>• Lack of public bus services after 9:00 pm at Garfield<br>• Freeway 134 = psychological barrier of attending Main Campus | • Applied for Federal funding for a bus shuttle service | |
| EXTERNAL RELATIONSHIPS AND PARTNERSHIPS | | | | |
| Relationship with the Community | | • Limited contact with City Council<br>• City is unaware of GCCD's value, contributions to or relationship with the community<br>• Can't access city services because there's no relationship<br>• Only go out to the community when we need something<br>• External focus is political rather than student focused – Board directed | • Beginning to improve, but a lot to repair<br>• Educate the community and City about what GCCD offers<br>• Increase marketing and outreach<br>• "Best Kept Secret"<br>• Marketing is just as if not more important during difficult budget times<br>• Reconnect with groups GCCD has lost touch with<br>• Establish a mutually beneficial relationship with the community | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | | • GCCD seems to have to apologize for being in the neighborhood<br>• GCCD is too narrowly focused on Glendale and needs to expand to its entire service area | • Build bridges with all ethnic Glendale communities, including White/Caucasian – many of whom feel disenfranchised | |
| Relationship with four-year Institutions | • Good relationship with four-year institutions<br>• Good transfer rate<br>• Transfer Admission Guarantee (TAG) program – good relationship with UCLA<br>• Achieving Student Excellence – a cohort program that guarantees transfer | • TAG and ACE are not well advertised<br>• Counselors lack information<br>• Difficulty for students to find out about out-of-state colleges<br>• Counselors tell students to find out for themselves | • Need to standardize course transferability<br>• Increase awareness of transfer aid programs | |
| Partnerships with State and CCDs | • Once active in State | | • Partner with peer CCDs to address State-wide issues | |
| Partnerships with City | • Long-term asset of community | • GCC not recognized as a critical partner | • Economic link for City<br>• | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | | • Disconnect between the City of Glendale and GCCD | • Build stronger working relationships with the City<br>• Need to build more "triangles of support" (e.g., Verdugo Water & Power Academy) | |
| Partnerships with GUSD | • Strong outreach program<br>• GCCD = outgrowth of GUSD historically<br>• Teach GUSD teachers GCCD matriculation requirements<br>• Good cooperation in some areas | • Insufficient GCCD publicity<br>• GCCD viewed as 3rd choice for GUSD students<br>• Not recognized as a critical partner by GUSD | • 2+2 partner with GUSD<br>• Develop a K-14 vision with GUSD<br>• Partner with GUSD to participate in a parcel tax<br>• More opportunities to collaborate | |
| Relationships with Businesses and Industry | • PDC is the largest ETP contract in State[5]<br>• PDC relationships, most for more than 25 years | • GCCD needs better industry relationships on the Main Campus and Garfield Campus<br>• Lack of a Dean, Workforce and | • Measure success in terms of whether students obtain jobs and their increased earning power<br>• Establish a Dean, Workforce and Economic Development, position at | |

[5] Funded through the Employment Development Department, State of California.

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| | • PDC offerings are all performance based, linked to reimbursement<br>• PDC knows that trainers are their frontline customer service reps<br>• Noncredit courses offered at PDC | Economic Development, position at GCCD<br>• Does minimal contract education | GCCD<br>• Pursue SBDC funding through the chancellor's office<br>• Reinvest in CTE and equipment<br>• Develop a GCCD workforce and economic development strategy<br>• Contract education | |
| Partnerships – International | • Glendale is an diverse international community | • Limited<br>• Few international students | • Need strong collaboration with sister cities or colleges overseas | |
| ADMINISTRATIVE SERVICES – Outside scope of EMP other than how they support the Plan | | | | |
| Human Resources | • Will implement Oracle System in 2010 – will allow online recruitment, application, hiring review, etc.<br>• Have recently established a Classified Hiring Committee<br>• GCCD employees are the College's most valuable asset | • Pay increases are not based on merit<br>• The job performance evaluation process is broken – not consistently done or equitably applied; does not reflect reality<br>• Classified employees are promoted to management without management training | • Greater support from management to enforce practices and procedures<br>• Provide/increase training:<br>  • Management training<br>  • Leadership training<br>  • Mandatory training and training schedule to alleviate tendency to skip training<br>  • Contract requirements | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Human Resources (cont'd) | | • Lack of standard employee orientation or follow-up<br>• Lack of an ongoing training program<br>• Outside hires are not trained on internal processes, procedures, or contract requirements<br>• Administration changed hiring requirements without input<br>• Lack of consistency in classified hiring<br>• Contract violations most often result from ignorance – need training<br>• No follow-up to ensure background checks are taken<br>• Input for job description changes not requested from classified staff | | |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| Human Resources (cont'd) | | • Faculty members with release time take management position over classified employees, which is a violation of contract | | |
| IT | • Ability to include a Technology Plan component in the College Services Center master plan from the beginning<br>• New GCCD website will launch Oct 26<br>• Ability to include a Technology Plan in the EMP for the Garfield build-out<br>• Implementation partner (Ciber) is helping with PeopleSoft conversion<br>• Completed self-study report of IT | • Lack of adequate funding for technology<br>• modifications<br>• Lack of staff training for new technology<br>• Obsolete technology is not recycled<br>• Inequitable provision of technology and software among the campuses<br>• 3 databases that are not interfaced:<br>  • Legacy system (1980s)<br>  • Oracle (eBusiness (HR, Finance)<br>  • People Soft (Campus solution for Student Services) | • Need the ability to upgrade and service classroom technology from one central location<br>• Automated process for managing software and hardware inventory<br>• Automate customer help desk to provide faster and more coordinated service<br>• Expand online classes and provide online AA/AS degrees<br>• Improve coordination between academic computer labs for systems and software upgrades, etc. – would save $ on quantity discounts and consistent software would help IT staff provide better service | • Not keeping up with technology and the needs of the community and students in that respect |

| | Strengths | Weaknesses | Opportunities | Threats |
|---|---|---|---|---|
| IT (cont'd) | • Revised GCCD Technology Master Plan will be adopted by the end of the Fall 2009 semester<br>• Online classes – in the process of upgrading to Blackboard<br>• IT Standards for procurement has been approved<br>• Classroom Technology upgrades<br>• Implementation of PeopleSoft by Summer 2010 | • Limit of $200,000 for People Soft<br>Garfield Campus:<br>• Garfield Campus cannot stream videos in class<br>• Garfield Campus lacks computer capacity<br>• Garfield Campus bandwidth is a fraction of what the Main Campus has (3 Mbps vs. 45 Mbps)<br>• Garfield Campus does not have online correspondence with students<br>• IT funding neglects | • Upgrade IT infrastructure<br>• Increase and improve IT staff training<br>• Improve IT communication and service to end users<br>• Improve communication within IT<br>• Take step to share/recycle technology resources<br>• Developing a central list of all technology hardware and software on both campuses<br>• Automate all classrooms<br>• Need blog on new website<br>• Ensure Garfield Campus IT needs are taken into consideration and priorities addressed | |

## Appendix G: Special Thanks

GCCD Board of Trustees

GCCD Leadership

Master Planning Committee (MPC), known as Team B

Planning Resource Committee (PRC), known as Team A

Verdugo Campus

Garfield Education Center

PDC

The greater GCCD community – various external stakeholders – who provided input through the online surveys, Community Leadership Forum, and other means

The internal GCCD community who provided input through interviews, focus groups, work group sessions, and retreats

Peggy Renner, who was the Project Coordinator with KH Consulting Group