

Chapter 9

Linkage of the Educational Master Plan and other District and College Plans

The purpose of this Educational Master Plan is to help the Grossmont-Cuyamaca Community College District, Grossmont College and Cuyamaca College identify the best ways to support student learning and meet the changing needs of the community.

Educational planning is required both for accreditation and for the district and colleges to be eligible for state funding for capital improvements. In the accreditation process, the Accrediting Commission for Community and Junior Colleges



(ACCJC) and the Western Association of Schools and Colleges (WASC) look for evidence that the institution plans for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The accreditation process also assesses progress toward achieving its stated goals.

The California Education Code also requires each community college district to submit a five-year plan for capital construction that includes the district's plans for its future academic and student services programs.

This Educational Master Plan has been developed with extensive input from the colleges and the community to provide direction and focus to future decision-making. One purpose of the Educational Master Plan is to integrate institutional planning at the campus level with institutional planning at the district level and to support more intentional alignment of college plans with district plans.

The Educational Master Plan Steering Committee identified, collected and reviewed all of the plans that the district and each college has produced, and then organized the plans in terms of purpose, scope and timeframe. The organization of these multiple plans allowed the Grossmont- Cuyamaca Community College District to assess where planning could be coordinated, integrated, and aligned to maximize their support for student learning and achievement. The GCCCD integrated planning model is presented on page 104.

The districtwide priorities established through the Educational Master Plan call for the combination of several current, smaller plans into integrated, comprehensive plans that help drive both site-specific strategic and implementation plans and resource allocations. These integrated plans include:

- ♦ **Facilities Master Plan.** The Facilities Master Plan will address the development of new facilities needed to support the District mission and the renovation, repair or replacement of older buildings on each campus. It will include and integrate the current construction and maintenance plans. Sustainability will be a key focus with green practices integrated into facilities planning and operations, minimizing the use of natural resources, and utilizing technology to support resource conservation in all campus and district facilities. The Facilities Master Plan will have a five-year term with one-year components.

The Educational Master Plan is intended to guide institutional and program development over a decade or longer at both the college and district levels. The priorities established in the Educational Master Plan align with the four strategic areas of focus established by the GCCCD Governing Board and will serve to guide college and district decisions about growth, development and resource allocation.

- ♦ **Technology Plan.** The Educational Master Plan also addresses the components of a comprehensive, districtwide Technology Plan to support innovative and successful instruction, student learning and support, and administrative operations. The Districtwide Technology Plan will address the use of technology to



- support Internet access, communications, student and administrative record-keeping, and data collection and analysis. Each College's Instructional Technology Plan will focus on how technology will be used to support instruction and student learning. The Technology Plan will have a five-year term with annual updates.
- ♦ **Human Resources Plan.** The Human Resources Plan will promote the District's commitment to diversity and ensure that staffing levels meet student needs. It also will address new employee orientation and mentoring, and the professional development of all district employees. The Human Resources Plan will include and integrate the current Sustainability Staffing Plan and Equal Employment Opportunity Plan. The Human Resources Plan will have a five-year term.
 - ♦ **Diversity, Equity and Inclusion Plan.** The Diversity, Equity and Inclusion Plan identifies the principles and strategies that the district will undertake to improve access to the colleges for all groups. It identifies the activities needed to recruit a broad diversity of students and support their persistence, retention and academic achievement. The Diversity, Equity and Inclusion plan addresses the campus climate for all groups, including those defined by race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, and socio-economic status. The plan also addresses the availability of professional opportunities for all GCCCD employees.

The **Six-Year Strategic Plan** includes site-specific plans for Cuyamaca College, Grossmont College and District Services. The Educational Master Plan and findings of the instruction, student service and administrative service program reviews from each college drive the establishment of goals that may be achieved in a six-year period. The Strategic Plan identifies the specific strategies that each college and District Services will undertake to reach its short-term goals and objectives. The Strategic Plan identifies specific goals for each site, strategies for achieving those goals, and key performance indicators to measure how effective the strategies were in achieving each goal.

The **Instruction, Student Services and Administrative Services Program Reviews** create department and unit plans that address the needs of each program and service. They are accompanied by annual action plans that specify implementation activities for each academic year. Strategic activities are proposed at the unit, division, and college level based on the results of the program reviews and learning/service outcome evaluations, which inform the ongoing planning as part of the cycle of continuous improvement.

The strategic priorities and activities developed through the integrated planning process drive local budget development and resource allocation.

Resource Allocation and Evaluation

The strategic priorities and activities developed through the integrated planning process drive local budget development and resource allocation. The Grossmont-Cuyamaca Community College District bases resource allocation and district budgets on the plans for facilities, technology, human resources, diversity and sustainability developed on a districtwide basis.

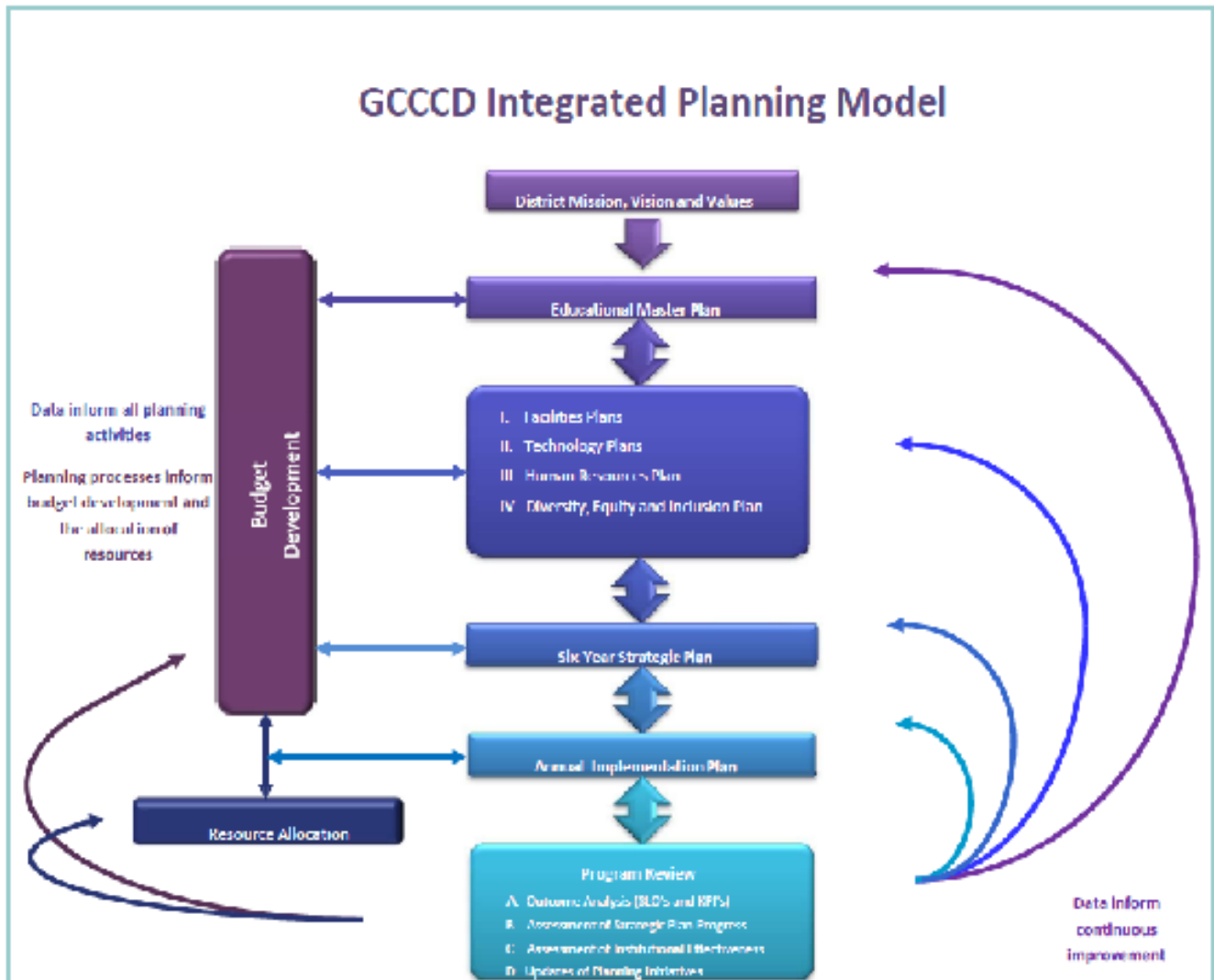


Each College and District Services bases its own resource allocation and budget development on their six-year strategic plan, their program reviews and their annual implementation plans.

Institutional effectiveness is assessed by evaluating outcomes at the program, division, and district site levels. Data are used to inform all planning activities, to set measurable objectives, and to assess achievement of those objectives as part of a cycle of continuous improvement. The results of these analyses are reported annually to the Board of Trustees.



Each College and District Services bases its own resource allocation and budget development on their six-year strategic plan, their program reviews and their annual implementation plans.



The priorities established in the Educational Master Plan align with the four strategic areas of focus established by the GCCCD Governing Board and will serve to guide college and district decisions about growth, development and resource allocation.