

**The Grossmont-Cuyamaca Community College District (GCCCD)
Educational Master Planning: Have we been here before?**

The GCCCD is starting a year-long process to develop an Educational Master Plan that will serve as the blueprint for our future. The Educational Master Plan is a long-range, comprehensive document intended to guide institutional and program development at both the college and district levels. The priorities established in the Educational Master Plan will serve to guide College and District decisions about growth, development and resource allocation. The Educational Master Plan also fulfills one of the requirements for our continuing accreditation.

The GCCCD recently completed a Strategic Plan for 2010-2016 which includes site-specific plans for District Services, Cuyamaca College and Grossmont College. What are the differences between the strategic plan and the Educational Master Plan?

- ***The timeframe:*** The strategic plan is shorter-term (six years); the Educational Master Plan covers a term of 15 to 20 years. The strategic plans set goals that may be achieved in a five-year period; the Educational Master Plan establishes district and college goals that will take much longer to achieve.
- ***The scope of the plan:*** The strategic plan identifies the specific strategies that each college and District Services will undertake to reach its short-term goals and objectives. The educational master plan is the process by which the colleges and district take a big-picture look at themselves, their roles in the world of education, and their priorities for using their resources to best fulfill their roles.
- ***The implementation of the plan:*** 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 Educational Master Plan sets general directions based on our analysis of the large-scale trends that we believe will affect our students, the colleges and the community. The Educational Master Plan's goals are longer term, as are the performance indicators to assess their achievement.

The Educational Master Planning Process. The GCCCD will undertake an inclusive process to develop the Educational Master Plan. As part of our environmental scan, we'll use a Scan Team process to identify important trends and issues that may affect our district and mission, either now or in the future. As the first step in that process, faculty, staff, students and community members will be invited to identify and submit information sources to be reviewed for a trend analysis in one of six taxonomy areas – society, technology, economy, environment, politics, and education. We are not asking people to do new research – only to identify information they already have and bring it to the attention of the Scan Teams for review. We will finish the initial process of gathering information by April 25, 2011.

While the initial information gathering is underway we will form Scan Teams of faculty, staff and students to review the information collected and determine its implications for the Colleges, the District and the community. Each College and District Services will be asked to invite members representing their faculty, staff and students to volunteer to serve on one of the six Scan Teams (one for each taxonomy areas). The Scan Teams will review the information submitted in the first phase of the scanning process, and analyze it to determine its potential

implications for our environmental scan. The Scan Teams will finish the process of reviewing the information by the end of May 2011.

Over the summer our EMP consultant will use the analyses developed by the Scan Teams to write environmental scan and trend analysis reports that summarize our research on the challenges and opportunities we will face in the next twenty years.

We will then dedicate time during the fall 2011 convocations to discuss the challenges and opportunities we have identified, brainstorm districtwide and college priorities, and recommend long-term goals and objectives. We also will conduct plenary sessions with students, businesses and our community to present our findings to them and get their input about the challenges and opportunities we face. These sessions will be followed by retreats for College and District planning councils to use the feedback from these sessions to draft long-term priorities, goals, and objectives for each. The resulting draft priorities, goals and objectives will be sunshined through the collegial review process at each college. Our end product will be a document that summarizes long-range college, district and community trends; identifies shared and site-specific challenges and opportunities; and outlines the long-term vision, goals and strategies for improving our educational programs, student support services and community relationships.