



Planning Handbook

2011 – 2012

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Contents

| | | |
|-----|---|----|
| 1. | Introduction | 5 |
| 2. | Glendale Community College Mission Statement | 7 |
| | a. Mission Statement..... | 7 |
| | b. Mission Statement Review Cycle..... | 7 |
| 3. | Setting College Goals..... | 9 |
| | a. Educational Master Plan..... | 9 |
| | b. Planning Committee Structure..... | 12 |
| | c. Planning Committee Roles and Responsibilities | 13 |
| | d. Process for Revising SMP | 14 |
| | e. College Plans..... | 16 |
| | f. Plan Review..... | 17 |
| | g. Organization of Plans | 18 |
| 4. | Integrating Planning, Program Review, and Resource Allocation | 19 |
| | a. Track A. Resource Allocation from Plans | 21 |
| | b. Track B. Resource Allocation from Programs | 21 |
| | c. Annual Goals..... | 22 |
| | d. Resource Requests | 23 |
| | e. Timelines for Implementation of Integration | 24 |
| 5. | Evaluation of Planning Activities | 27 |
| 6. | Glossary | 29 |
| 7. | Appendix A. Plan Review Form | 31 |
| 8. | Appendix B. Process Evaluation Forms | 32 |
| 9. | Appendix C. Template for College Plans | 36 |
| 10. | Index | 37 |

1. Introduction

Planning is a crucial process by which the college accomplishes its mission. The Glendale Community College Planning Handbook describes the planning activities performed on a regular cycle at Glendale Community College and how they relate to evaluation and resource allocation.

Processes involving planning changed in 2010-2011 in response to recommendations from the accreditation team that visited in March 2010. Three major changes were made: program review became an annual process for all instructional, student services, and administrative services programs; the resource allocation process was simplified and tied more directly to program review and planning; and the evaluation of the planning, program review, and resource allocation processes became a formal, annual process. The result of these changes is an integrated model that links planning, program review, and resource allocation in a continuous cycle of quality improvement.

This Planning Handbook is divided into four main parts. The first part defines the college mission and describes how the mission is reviewed on a regular basis and revised if necessary. The second part discusses how the college sets goals, including the high-level goals of the Educational Master Plan and the more specific goals of other college plans. The third part describes the college's annual process that brings college plans, program review, resource allocation, and evaluation together in a continuous cycle. The fourth part describes how the college evaluates planning, program review, and resource allocation for process improvement.

2. Glendale Community College Mission Statement

Mission Statement

The Glendale Community College mission includes both a formal mission statement and a statement of core values. The mission statement is Board Policy 1200.

MISSION STATEMENT

Glendale Community College 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.

STATEMENT OF CORE VALUES

Glendale Community College 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.

Mission Statement Review Cycle

The mission statement is regularly revised, in accordance with the Accrediting Commission for Community and Junior College's accreditation standard I.A.3 ("Using the institution's governance and decision-making processes, the institution reviews its mission on a regular basis and revises it as necessary"). The mission statement is reviewed annually by the Master Planning Committee (Team A), which includes all division chairs, administrators, and representatives of all college constituencies, including faculty, classified staff, and students. As part of the same process, the mission statement is also reviewed annually by the Planning Resource Committee (Team B), the steering committee for Team A. The following list describes the steps for reviewing the mission statement and revising it, if revision is deemed necessary.

- At its first meeting in the Fall semester of each year, Team A reviews the current mission statement and statement of core values. Team A members are asked to discuss the mission statement and statement of core values with the groups they represent.
- Suggestions for revisions to the mission statement and the statement of core values are submitted to Team B, which discusses proposed revisions and may prioritize them, rewrite them, or add new proposed revisions.
- At a Team A meeting in the Spring semester, Team B introduces proposed revisions. Team A discusses the proposals and votes on whether to accept them or not. If Team A approves the revision, it is forwarded through the governance process to the Executive Committee, and it is included as an information item on the agendas of four governance committees: Academic Affairs, Student Affairs, Administrative Affairs, and the Campuswide Computer Coordinating Committee. If the revision is approved by the Executive Committee, it is sent to the Board of Trustees for approval.

The list below describes the revision history of the Glendale Community College mission statement since 1998.

- As part of the master planning process, a new mission statement was written, approved by the Master Plan Task Force (the predecessor to Team A), and approved by the Board of Trustees in January 1998. The 1998 mission statement included the college mission, five items that are now called core values, and six objectives and functions of the college.
- In Fall 2007, as part of the revision of the master plan, Team B rewrote the mission statement, moving the five core values into a separate statement of core values. The revision was forwarded to Team A, who reviewed, revised, and approved it. A final rewrite of the mission statement was voted on at the November 14, 2007 Team A meeting, then reviewed by the several standing committees in the governance system, forwarded to the Campus Executive Committee and taken to the Board of Trustees for final approval.
- The new mission statement was approved by the Board of Trustees at their March 17, 2008 meeting.
- The mission statement was discussed at the October 24, 2008 Team A meeting and suggestions for changes were solicited. No suggestions were received and the mission statement was not modified.
- The mission statement was discussed at the October 22, 2010 Team A meeting and suggestions for changes were solicited. Team A members were asked to present the mission statement to their constituency groups in order to broaden feedback about the mission statement, in response to a suggestion in the 2010 accreditation team report. At its December 3, 2010 meeting, Team B passed a motion to recommend no changes to Team A.

3. Setting College Goals

College goals are set through the master planning process. The primary top-level planning document for Glendale Community College is the Educational Master Plan (EMP), adopted by the Board of Trustees on June 28, 2010. This document defines the college's institutional goals.

The Board of Trustees and the Superintendent/President also define and annually update their goals, which include goals derived from the Educational Master Plan as well as procedural goals related to the roles of the Board and the Superintendent/President. The most recent set of the Superintendent/President's goals and the set of Board goals proposed in 2010 are shown beginning on page 10.

Additional college plans set specific goals for operational areas. Examples of college plans are the Technology Master Plan, the Facilities Maintenance Plan, the Human Resources Plan, etc. A list of college plans is available on page 16.

Educational Master Plan

The college's Educational Master Plan is a high-level plan that describes the college's direction for the next 10 years. It defines the college's long-term goals. The current Educational Master Plan (formally titled the Educational Master Plan for Glendale Community College District as Introduced in the Year 2010) was developed with the assistance of KH Consulting Group from Spring 2009 through Spring 2010. It was approved by the Board of Trustees at their June 28, 2010 meeting. The current Educational Master Plan includes four strategic goals:

- Strategic Goal 1: Student Awareness, Access, Persistence, and Success
- Strategic Goal 2: Economic and Workforce Development
- Strategic Goal 3: Instructional Programs and Student Services
- Strategic Goal 4: Fiscal Stability and Diversification

The EMP also includes strategic initiatives under each strategic goal:

Strategic Goal 1: Student 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 Educational 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

- 4.1. Institutionalize the Enrollment Management Committee as a part of the GCCCD 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, GCCCD-wide grant-writing function

In addition to the overarching strategic goals and the strategic initiatives of the Educational Master Plan, the plan includes shorter-term action plans with action items intended to meet the EMP goals. The collection of shorter-term, lower-level action plans is now called the Strategic Plan. Each year, the action plans are revisited and updated, based on accomplishments to date, lessons learned, and next actions required. Team B is responsible for annually reviewing and updating the actions of the Strategic Plan.

The latest version of the complete Educational Master Plan is available on the college web site at the following address:

<http://www.glendale.edu/masterplanning>

Board of Trustees Proposed Goals

The Board of Trustees establishes its goals at an annual retreat. The list below shows the proposed Board goals discussed at the Board's October 15, 2010 retreat and presented at the November 15, 2010 Board meeting. The goals were not final at the time of the publication of this Planning Handbook.

1. **Accreditation.** Ensure the four Accreditation Team recommendations that need to be addressed by March 2011 are met and that work is initiated on the remaining five recommendations to ensure they are fully addressed by March 2012.
2. **Climate, Culture and Community.** Create a collegial and collaborative internal environment and improve two-way external communication.
3. **Student Success, Persistence and Access.** Improve GCC ranking in key indicators as reported in the State Accountability Report.
4. **Shared Governance.** The Board will demonstrate mutual respect for all constituent groups, will make empirically-based decisions and will clearly and publicly communicate their reasons for approving, modifying or denying recommendations coming to them through the shared governance process.
5. **Fiscal Stability.** The Board will ensure the fiscal stability of GCC through both short and long-term planning, being well informed and supporting college advocacy efforts.
6. **Capital Development.** The Board will provide facilities that support the educational mission of GCC.

Superintendent/President Goals

The Superintendent/President presented her most recent set of goals at the Board of Trustees retreat on October 15, 2010. These goals were also presented at the November 15, 2010 Board meeting.

Accreditation

- Ensure the four recommendations that need to be addressed by March 2011 are met. The recommendations are 1) Link budget to planning and resource allocation, 2) Complete outstanding evaluations, 3) Use traditional EEO categories and share with ACCJC current diversity plan, 4) Implement long range planning and resource allocation for technology.
- Initiate work on the remaining five recommendations to ensure they are fully addressed by March 2012.

Climate, Culture and Community

- Create a collegial environment among and between external and internal constituent groups
- Increase GCC's visibility in the community through better branding and dissemination of information

Student Persistence, Access and Success

- Evidence continued improvement in GCC ARCC data
- Determine program offerings that will assist students succeed in attaining their educational goals

Shared Governance

- Implement empirically based planning and decision making
- Facilitate the work of the Enrollment Management Committee and ensure all major governance groups are included
- Refine the orientation program for new hires

Fiscal Stability

- Ensure the fiscal stability of the institution

Capital Development

- Ensure all new buildings are LEED certified
- Monitor remodel of Garfield Campus

Planning Committee Structure

The Planning Coordinator, a faculty member on released time, coordinates the Educational Master Plan, with the administrative support of the Dean of Research, Planning, and Grants.

The table shows the membership of the two committees responsible for the Strategic Master Plan. Team A, the Master Planning Committee, is the larger committee which is responsible for approving the plan and meets approximately 3-5 times per year. Team B, the Planning Resource Committee, is the steering committee, which organizes the work of Team A and meets on a regular basis.

| Master Planning Committees and Leadership | | |
|--|---|---|
| | Team A Master Planning Committee | Team B Planning Resource Committee |
| Chair | <i>Planning Coordinator (faculty)</i> | <i>Dean of Research, Planning, and Grants (admin)</i> |
| Faculty Membership | <ul style="list-style-type: none"> • Division Chairs • Program Review Coord. • Academic Senate President • Guild President • Academic Senate appointments (4) • Accreditation Coordinator | <ul style="list-style-type: none"> • Planning Coordinator • Program Review Coordinator • Student Learning Outcomes Assessment Cycle Coordinator • Accreditation Coordinator • Elected by Team A: <ul style="list-style-type: none"> - 1 College Services appt. - 2 Instructional appointments (one from Vocational Ed.) - 1 Non-Credit appointment |
| | | <ul style="list-style-type: none"> • Appointed by Dean of Research, Planning, and Grants and Planning Coordinator: <ul style="list-style-type: none"> - 3-4 appointments - Resource people as needed |
| Administration Membership | <ul style="list-style-type: none"> • President • Vice Presidents • Instructional Deans and Assoc. Deans • Student Services Deans & Assoc. Deans) • Assoc. VP of IT • Assoc. VP of HR | <ul style="list-style-type: none"> • Controller • Elected by Team A: <ul style="list-style-type: none"> - 1 administrator |
| Classified Membership | CSEA appoints: - 4 Classified (one from confidential/mgmt.) | Team A to elect: - 1 Classified |
| Students | ASGCC President & 2 students | |
| Total Membership | 58-59 | 14 |
| Responsibilities | <ul style="list-style-type: none"> • Annually review mission statement • Annually recommend Annual Goals to Campus Exec • Annually review institutional plans • Annually incorporate results of program review into planning, to inform Annual Goals and possible changes to EMP • On a 6-year basis, develop Educational Master Plan and related action plans • Reports to Executive Committee | <ul style="list-style-type: none"> • Annually coordinate the work of Team A • Annually track implementation of Educational Master Plan through strategic initiatives and action plans • Annually develop annual report showing progress toward goals for Team A and for publication • Annually coordinate the incorporation of results of program review into planning for Team A • On a 6-year basis, organize the development of the EMP and related action plans • Reports to Master Planning Committee (Team A) |

Six members of Team B are assigned to Team B due to their position at the college (Planning Coordinator; Dean of Research, Planning, and Grants; Program Review Coordinator; SLOAC Coordinator; Accreditation Coordinator; and Controller). Three to four resource people are assigned to Team B by the Planning Coordinator and the Dean of Research, Planning, and Grants. The remaining six members of Team B are elected by Team A (one Student Services appointee, one Instructional appointee from a non-CTE discipline, one Instructional appointee from a CTE discipline, one appointee from noncredit, one administrative appointee, and one classified appointee).

Planning Committee Roles and Responsibilities

Teams A and B are the committees primarily responsible for the Educational Master Plan. Team B organizes the work of Team A, while Team A is responsible for approving the EMP, among other responsibilities. The two committees work together with the following five responsibilities:

- Develop and track implementation of the Educational Master Plan
- Annually review the mission statement
- Recommend Annual Goals to the Campus Executive Committee
- Review institutional plans
- Incorporate results of program review into planning

Team A’s work follows an annual cycle. The following table shows Team A’s scheduled activities each year.

| | |
|----------------|---|
| Fall Meeting | <ul style="list-style-type: none"> • Information Updates (Accreditation, SLOAC, etc.) • Institutional Self-Assessment Presentations <ul style="list-style-type: none"> ○ Institutional Effectiveness Measures ○ Student and Faculty/Staff Survey Results ○ Program Review Outcomes • Discussion of Mission Statement • Discussion of Potential Annual Goals • Discussion of revisions of EMP goals |
| Spring Meeting | <ul style="list-style-type: none"> • Information Updates (Accreditation, SLOAC, etc.) • Review of EMP Progress • Discussion of Possible Revisions to EMP (recommended by Team B) • Review of Institutional Plans (including progress toward goals) |

In addition to Team A and Team B, other committees are responsible for college plans that respond to the institutional goals defined by the EMP. The section below on College Plans (beginning on page 16) lists the individual plans and the committees and administrators responsible for their approval and implementation.

The Institutional Planning Coordination Committee (IPCC) is responsible for coordinating planning activities and the integration of planning with program review and resource allocation. The IPCC does not determine the content of plans. Rather, it coordinates the college’s planning processes. The five items below summarize the IPCC’s mission statement.

The Institutional Planning Coordination Committee

1. Organizes the college planning process
 - a) Identifies existing plans
 - b) Develops an organizational chart for plans
 - c) Establishes timelines for when plans are due
2. Assesses the effectiveness of the planning process
 - a) Develops a template with criteria for acceptable plans
 - b) Encourages the self evaluation of plans
3. Makes recommendations for sustained continuous quality improvement
4. Develops strategies to promote campus buy-in for an integrated planning process
 - c) Updates the college Planning Handbook annually
5. Identifies trends and common needs in plans that reveal institutional needs

Process for Revising EMP

The EMP is revised on a six-year cycle. The timeline for the current and next cycles are described in the table.

| | |
|-----------|---|
| 2009-2010 | EMP Revision finished; Accreditation Visit |
| 2010-2011 | EMP Implementation; Evaluation of Progress Toward Goals |
| 2011-2012 | EMP Implementation; Evaluation of Progress Toward Goals |
| 2012-2013 | EMP Implementation; Evaluation of Progress Toward Goals |
| 2013-2014 | EMP Implementation; Evaluation of Progress Toward Goals |
| 2014-2015 | EMP Revision initiated |
| 2015-2016 | EMP Revision finished; Accreditation Visit |

The following outline describes the steps used in revising the Strategic Master Plan every six years. The process begins with a review of the mission statement. It continues with a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis which identifies strengths and weaknesses through internal scanning and opportunities and threats through external scanning.

| EMP Revision | | |
|--------------------------------|--------|--|
| Revision Year 1 | Fall | Begin external scan by inviting speakers knowledgeable about critical areas (e.g., K-12 education, workforce development, transfer institutions, state and local politics, technology, social trends, etc.) to identify opportunities and threats. Additionally, use results of annual external scanning that includes community forums. |
| | Fall | Begin internal scan by summarizing results of annual faculty/staff survey identifying college strengths and weaknesses |
| | Spring | Continue internal scan by conducting focus groups/discussion groups of faculty, staff, and students to further explore ways of addressing our challenges and maximizing our strengths |
| | Spring | Analyze results of internal scanning, external scanning, and SWOT analysis |
| | Spring | Develop ideas for new goals and revised goals; propose modifications to EMP |
| | Spring | Conduct retreat to integrate new ideas and revisions of the EMP |
| Revision Year 2 | Summer | Develop draft EMP |
| | Fall | Review and approve EMP |
| | Fall | Submit EMP to Board of Trustees |
| | Spring | Present EMP as information to standing governance committees |

College Plans

College plans are each assigned to an administrator. Part of the administrator's evaluation is based on progress toward implementation of the plans. The table below lists the plans, the responsible administrator, and the responsible committee. In order for a plan to be approved and considered a college plan, it must be approved by the responsible committee, forwarded through the governance process, and be approved by the Campus Executive Committee.

| Plan | Responsible Administrator | Responsible Committee |
|-------------------------------------|---|--|
| Educational Master Plan | Vice President, Instructional Services | Master Planning Committee (Team A) |
| Facilities Master Plan | Vice President, Administrative Services | Campus Development |
| Five-Year Construction Plan | Vice President, Administrative Services | Campus Development |
| Emergency Operations Plan | Vice President, Administrative Services | Administrative Affairs |
| Health and Safety Plan | Vice President, Administrative Services | Administrative Affairs |
| Technology Master Plan | Associate Vice President, Information and Technology Services | Campuswide Computer Coordinating Committee |
| Noncredit Matriculation Plan | Associate Vice President, Continuing and Community Education | Noncredit Matriculation Committee |
| Human Resources Plan | Associate Vice President, Human Resources | Administrative Affairs |
| Credit Matriculation Plan | Dean, Student Services | Matriculation Committee |
| Library and Learning Resources Plan | Program Manager, Library and Learning Resources | Student Affairs |
| Scheduled Maintenance Plan | Director, Facilities | Campus Development |
| Student Equity Plan | <i>(to be assigned by Student Equity Committee)</i> | Student Equity Committee |

A template for college plans is available in this handbook as Appendix C (page 36). This template was developed by the IPCC for administrators and committees who want to use a standardized template. In many cases, plan formats are required by external agencies (e.g., the Credit Matriculation Plan) so this template is not required for all college plans.

Plan Review

The development, implementation, and review of college plans are coordinated by the Institutional Planning Coordination Committee (IPCC). Plans are reviewed and evaluated through a process called plan review that is parallel to program review. Plan review is conducted annually by the administrators and committees responsible for the plan. It is a mechanism for plan self-evaluation and for the generation of resource requests that are necessary to implement the plan. Plan review follows the following steps:

- Administrators and committees receive plan review forms at the beginning of the Fall semester (see Appendix A of this handbook for the plan review form)
- The forms include evaluations of progress toward the goals of the plan
- The forms also include resource request forms for resources needed by the plan to reach its goals
- The plan review document and its associated resource requests are due to the IPCC at the same time as the program review document is due to the Program Review Committee

During the evaluation of the integrated planning process in 2010-2011, it was found that there was some confusion about whether some programs should use program review or plan review for self-evaluation and resource requests. The IPCC recommends that plans associated with individual programs conduct program review, while plans including components that go across programs conduct plan review. The following lists show plans assigned to plan review and those assigned to program review.

Plans and Departments Conducting Program Review

- Facilities (Scheduled Maintenance Plan)
- Human Resources (Human Resources Plan)
- Information Technology (Technology Master Plan)
- Library & Learning Resources (Library & Learning Resources Plan)

Plans and Departments Conducting Plan Review

- Educational Master Plan
- Credit Matriculation Plan
- Noncredit Matriculation Plan
- Student Equity Plan
- Facilities Master Plan
- Emergency Operations Plan
- Health & Safety Plan
- Staff Development Plan

The EMP and Integrated Planning, Program Review, and Resource Allocation

On an annual basis, the EMP both influences and is influenced by the revised system that integrated planning, program review, and resource allocation. The EMP influences the system because program reviews are linked to the goals and action items of the EMP. Programs tie their program plans to the EMP and they tie the resource requests that come out of their program plans to the EMP. Resource requests are validated by assessing the relationship between the resource request and the goals of the EMP, in addition to other measures such as student learning outcomes and student achievement indicators. One criterion for the prioritization of resource requests is the relationship between the request and the EMP goals, in the form of the Annual Goals that are identified each year as high-priority goals for the college.

The EMP is also influenced by the system of integrated planning, program review, and resource allocation. Team B and Team A conduct an annual plan review of the EMP, recommending changes to EMP goals and action

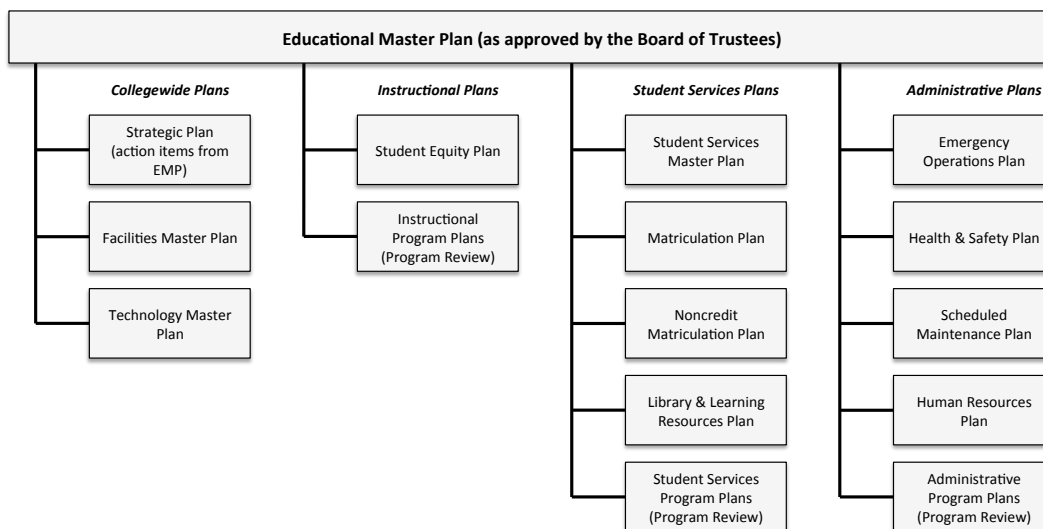
items. The review of the EMP is informed by the annual evaluation reports that come out of integrated planning, program review, and resource allocation. For example, the evaluation of program review can identify types of resource requests that come from multiple instructional divisions or student services programs. If a particular type of resource request (for example, a new form of technology) is identified across multiple programs, then the need for that resource type is communicated to Team A and Team B through the annual evaluation report. If Team A and Team B consider the frequent resource request to be a collegewide issue or the solution to a collegewide problem, then they can revise the EMP to address the issue. In this way, information coming from the evaluation of program review, planning, and resource allocation can inform the revision of the Educational Master Plan.

Organization of Plans

The chart below shows how the college’s various plans are organized, with the Educational Master Plan as the overarching plan that sets goals for the institution.



Organization of Plans



4. Integrating Planning, Program Review, and Resource Allocation

The process for program review and resource allocation is a single process integrated with college planning. A flowchart describing the process is shown on the next page.

The model integrating planning, program review, and resource allocation was initiated after the accreditation visit in March 2010. The following list shows the outcomes that the college expects to achieve in revising its processes:

- **Processes will be more transparent.** The planning, program review, and resource allocation process will be documented more clearly than in the past. Furthermore, a single integrated process will describe planning, program review, and resource allocation. More information about the process will be shared with all stakeholders.
- **Processes will be more fair.** Resource requests from different departments and offices will be treated the same in the integrated process. Decisions about funding will be made as fairly and equitably as possible.
- **Processes will be well understood.** The college will make a concerted effort to publicize the integrated process to all stakeholder groups.

The integration of planning, program review, and resource allocation begins with two parallel tracks. Track A involves evaluation and resource allocation from existing college plans. Track B involves evaluation and resource allocation from program review. Resource requests from both tracks funnel into one mechanism for prioritizing resource allocation.

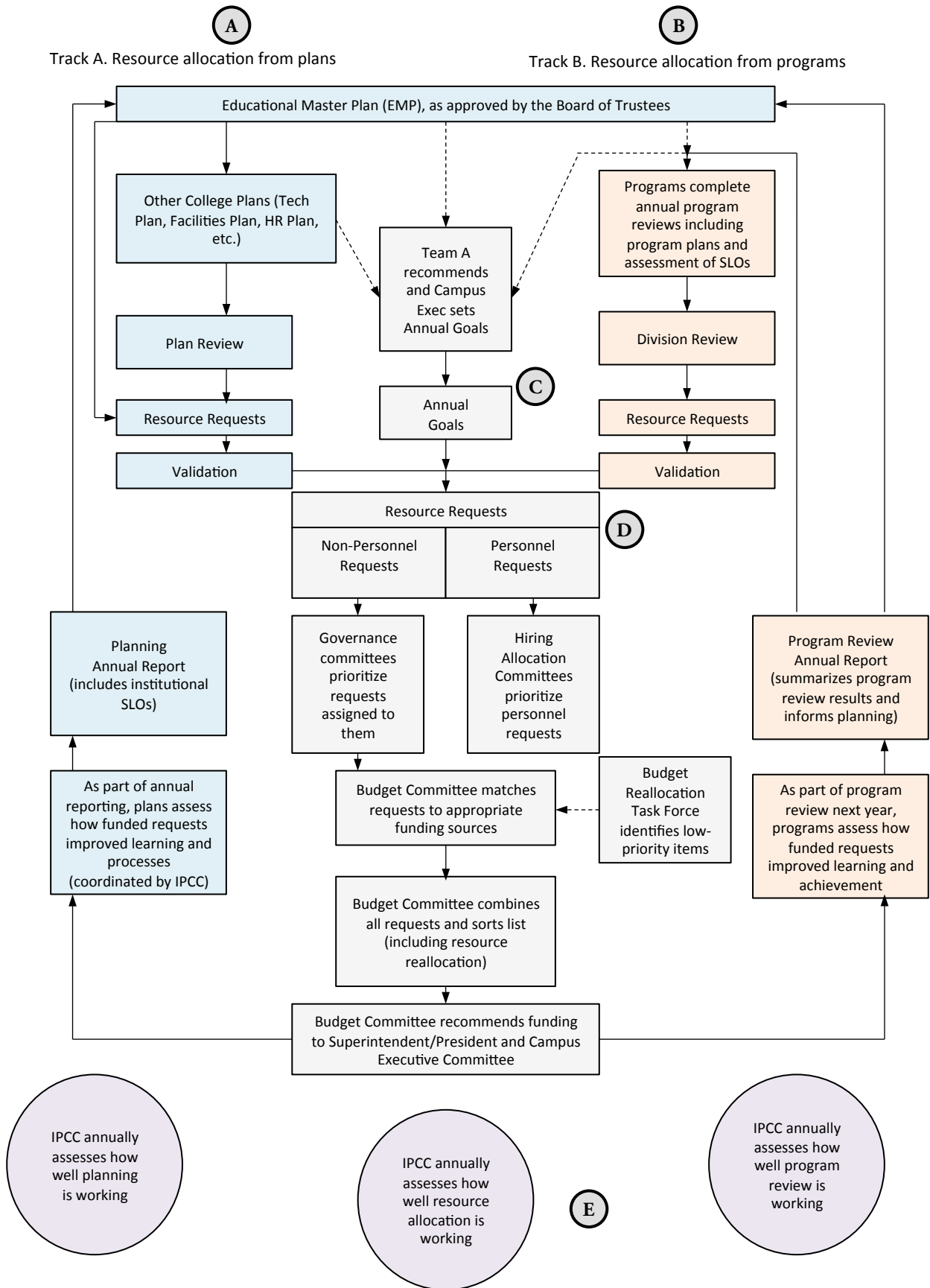
Resource requests emerging from Track A and Track B fall into two categories: personnel requests and non-personnel requests. Examples of these types of requests are shown in the following lists.

Personnel Requests

- Requests for new/replacement full-time instructional faculty
- Requests for new/replacement full-time student services faculty
- Requests for new/replacement classified staff

Non-Personnel Requests

- Requests for new facilities (including total cost of ownership)
- Requests for remodeling of existing facilities (including total cost of ownership)
- Requests for new equipment/computers (including total cost of ownership)
- Requests for supplies
- Requests for software (including future licensing fees)
- Other requests



A Track A: Resource Allocation from Plans

College plans may make requests for resources through the plan review resource allocation process each year. College plans are described in the previous section of this handbook called “College Plans” on page 16. Each plan has an administrative responsibility assigned. Part of the administrator’s evaluation includes the implementation of the plan or plans assigned to that administrator. The administrator responsible for the overall implementation of integrated planning, program review, and resource allocation is the Dean of Research, Planning, and Grants.

It is expected that the administrator will work with faculty, staff, and appropriate committees when deciding what resource requests to submit from the plan. Resource requests must be tied to specific plan goals. Requests must be submitted by a specific date each year for possible funding in the next fiscal year. A form called the Resource Request from Plan Form is required for each resource request; each plan may submit multiple request forms. Forms are submitted to the Institutional Planning Coordination Committee (IPCC).

Validation of Resource Requests from Plans Review

Resource requests from plans are validated by the IPCC. Validation involves the evaluation of the request in relation to the stated goals of the plan, as well as to EMP goals and institutional SLOs (core competencies). The validation process rates each resource request on the following criteria:

- Strength of connection to plan goals/actions
- Strength of connection to EMP goals/actions
- Strength of connection to institutional SLOs (is it reasonable that the request will lead to improved institutional learning outcomes?)
- Strength of connection to institutional achievement measures (is it reasonable that the request will lead to improved achievement measures such as ARCC indicators?)

Only requests found to be valid are passed on to the next step of the process (see “Resource Request Pool” below). Resource requests with low validation scores are not submitted to the next stage of the resource allocation process.

The status of each resource request is made available on the college website.

B Track B: Resource Allocation from Programs

Instructional, student services, and administrative services programs and offices may request resources each year through program review. All units, as defined by the Program Review Committee, are required to conduct program review annually. Program review focuses on student achievement, student learning outcomes, and program planning. For more information about the details of the program review process, which was revised in 2010-2011, visit the following website:

<http://www.glendale.edu/index.aspx?page=1824>

Instructional program review includes the assessment of course-level and program-level SLOACs. Student services program review also includes assessment of SLOACs. As part of program review, programs summarize assessment findings at the course and program levels, show how program improvements have been made in response to

SLO assessments, evaluate how effective past activities have been in improving student achievement and learning, and link resource allocation requests to program needs and student learning.

Instructional program review is conducted at the division level, using data from individual programs within the division.

Resource requests for full-time faculty members from program review follow a timeline defined by the Academic Senate's Instructional Hiring Allocation Taskforce report (2002). IHAC (Instructional Hiring Allocation Committee) prioritizes requests for full-time faculty positions in October of each year. The Fall 2010 program review cycle began in October 2010, requiring an expedited process of requesting faculty positions, validating requests, and prioritizing positions in 2010-2011. The IPCC will collect feedback about the timing of the program review and hiring prioritization processes and make changes to the process, if necessary, for the 2011-2012 cycle.

Resource requests from program review are due at the end of the Fall semester each year, for validation by the Program Review Committee during the next Winter session and prioritization during the next Spring semester. Some program requests might not be identified in time for submission at the end of the Fall semester. If resource needs are identified after the program review deadline, they may still be submitted in the resource allocation process. If such requests are submitted before the final budget is completed, then they will be incorporated into the prioritization process, with emergency validation conducted by the Program Review Committee. If such requests are submitted after the final budget is completed, then they will be considered emergency requests for funding from contingency funds. The process for contingency funding is administered by the Budget Committee.

Validation of Resource Requests from Program Review

Validation of requests from program review focus on the match between program plans, achievement and learning outcomes data, and EMP goals. Validation is conducted by the Program Review Committee, which rates each request on the following criteria:

- Strength of connection between request and recent SLO assessments (is it reasonable that the request will lead to improved learning outcomes?)
- Strength of connection between request and specific EMP goal/action
- Strength of connection between request and specific goal/action of another college plan

Only validated resource requests are passed on to the next step of the process (see "Resource Request Pool" below).



Annual Goals

Annual Goals are priorities that the college sets each year for the strategic implementation of long-term Educational Master Plan goals or to address urgent needs that might not be addressed through established plans or program review/program planning. Annual Goals allow flexibility in resource allocation. Institutional priorities (e.g., technology replacement) can be defined in the Annual Goal process in order to increase their priority in resource allocation.

Annual Goals are proposed by Team A (the Master Planning Committee) for adoption by the Campus Executive Committee in the Fall semester each year. After they are adopted by Campus Executive, they are sent to the Academic Senate and the standing governance committees for feedback. The final set of Annual Goals is approved by Campus Executive after feedback is received. Annual Goals are used by the Budget Committee in its final prioritization of resource requests in the Spring semester each year. The Budget Committee evaluates whether each resource request addresses an Annual Goal and uses that information in making decisions about prioritization.

D Resource Request Pool

Requests from plans and from program reviews are submitted to a pool of all requests for a given fiscal year. Requests are divided into two types: personnel requests and non-personnel requests. The mechanisms for prioritizing personnel and non-personnel requests are different.

Non-personnel requests are all treated and prioritized together. Instead of prioritizing requests depending on their type and funding source (e.g., instructional equipment), one process is used for all non-personnel requests. Non-personnel requests are prioritized by the appropriate standing committees. Requests involving instructional programs are prioritized by Academic Affairs. Requests involving student services programs are prioritized by Student Affairs. Requests involving administrative services programs are prioritized by Administrative Affairs. Requests involving computer equipment and software are prioritized by the Campuswide Computer Coordinating Committee.

Personnel requests are prioritized by the hiring allocation committees. IHAC prioritizes full-time instructional faculty requests. SSHAC prioritizes full-time student services faculty requests. CHAC prioritizes classified staff requests. Cabinet prioritizes management personnel requests, including administrators, classified managers, and confidential employees.

The following table shows the agencies responsible for prioritizing different types of resource requests:

| Request Type | Prioritizing Agency |
|--|---|
| New/replacement full-time instructional faculty | IHAC |
| New/replacement full-time student services faculty | SSHAC |
| New/replacement classified staff | CHAC |
| New/replacement administrator/ manager/confidential employee | Cabinet |
| Equipment, supplies, maintenance contracts, training, travel related to instruction | Academic Affairs |
| New classroom space | Academic Affairs |
| Classroom upgrades | Academic Affairs |
| Equipment, supplies, maintenance contracts, training, travel related to student services | Student Affairs |
| Equipment, supplies, maintenance contracts, training, travel related to administration | Administrative Affairs |
| Computer hardware | CCCC |
| New computer software | CCCC |
| Software licenses | CCCC |
| Released time | Campus Executive Committee |
| Additional FTEF | Deans/Vice President (not appropriate for program review) |

After prioritization by the standing committees and the hiring allocation committees, requests are submitted to the Budget Committee. The Budget Committee matches resource requests with appropriate funding sources (e.g., instructional equipment, lottery, etc.). The Budget Committee decides on the final prioritization of all the requests for the next fiscal year. The Budget Committee’s final recommendation of funded requests goes to the Superintendent/President and the Campus Executive Committee.

The Budget Committee also reviews funding for reallocation, instead of allocating only new funding. One mechanism for reallocation involves the Budget Reallocation Task Force of the Budget Committee, which looks at non-

personnel accounts over \$7,500 for potential reallocation. For the 2010-2011 budget, this task force looked at accounts over \$10,000 and identified nearly \$280,000 in funds to be reallocated. For the 2011-2012 budget, the task force looked at accounts over \$7,500 and identified about \$750,000 in funds to be reallocated. A second mechanism for reallocation involves the hiring allocation committees, which prioritize both new and existing vacant positions; vacant positions are not automatically refilled, as they were in the past, allowing for reallocation of positions to areas with higher priority.

Urgent resource requests that do not fall within the regular program review/plan review timeline are handled by the urgent requests process. As of October 2011, the urgent requests process has been drafted but has not yet been approved through the IPCC and the Budget Committee.

E Evaluation

The integrated model includes evaluation of planning, program review, and resource allocation. For more information about evaluation, see part 5 of this document on page 27.

Integration and the EMP

The integrated model uses the college's Educational Master Plan as a crucial component. The EMP is represented at the top of the flowchart with arrows representing information flowing both out of the EMP and into the EMP. The arrows moving out of the EMP represent how other processes are informed by the goals of the EMP. The arrow connecting the EMP to other college plans indicates that college plans respond to the goals of the EMP. The dashed arrow connecting the EMP to the Annual Goals process indicates that the EMP informs Annual Goals, which are specific goals (generally from the EMP) that the college chooses to focus on each year. The dashed arrow connecting the EMP to the program review process indicates that program reviews respond to EMP goals and the resource requests that come out of program review are expected to be tied to EMP goals.

The arrows flowing into the EMP box represent input about EMP goals that comes from the integrated system. The arrow on the left side of the flowchart indicates that the EMP can be revised according to information from the planning process. The annual report on planning, which includes recommendations for changes in the next cycle, can inform revisions of the EMP. The arrow on the right side of the flowchart indicates that the EMP can be revised according to information from the program review process. Program review results can drive revisions to the EMP. Examples of information that can revise EMP goals include common resource requests across divisions and programs, and information about student learning outcomes improvements that are reported through program review. This relationship between program review and the EMP is also discussed on page 17 of this handbook.

Timelines for Implementation of Integration

The timelines on the next pages illustrate the implementation of the revised model integrating planning, program review, and resource allocation. The first timeline shows activities and outcomes in 2010-2011 conducted to implement the revised process. The second timeline shows the annual activities that define the annual cycle of integrated planning, program review, and resource allocation.

| Activity | Primary Responsibility | Outcomes | Completion Date |
|---|---|--|---------------------------------|
| Design integrated planning model that includes planning, program review, and resource allocation and strengthens linkages | IPCC | <ul style="list-style-type: none"> Model completed | Summer 2010 |
| Define evaluation process and measures for planning, program review, and resource allocation | IPCC | <ul style="list-style-type: none"> Process defined Measures identified | Summer 2010 |
| Approve integrated planning model through governance process | IPCC, Campus Executive Committee, Academic Senate, Academic Affairs | <ul style="list-style-type: none"> Model approved | Fall 2010 |
| Approve program review model through governance process | IPCC, Academic Senate, Administrative Affairs Committee, Campus Executive Committee | <ul style="list-style-type: none"> Model approved | Fall 2010 |
| Implement program review that includes student learning outcomes, student achievement measures, program planning, and resource requests | Program Review Committee | <ul style="list-style-type: none"> All instructional, student services, and administrative services programs undergo revised annual program review process | Fall 2010 (annually thereafter) |
| Implement validation process for program resource requests | Program Review Committee | <ul style="list-style-type: none"> All resource requests from program review are filtered by program review validation | Fall 2010 (annually thereafter) |
| Implement validation process for resource requests from plans | IPCC | <ul style="list-style-type: none"> All resource requests from plans are filtered by validation | Fall 2010 (annually thereafter) |
| Implement integrated resource allocation process for resource requests for 2011-2012 | Budget Committee | <ul style="list-style-type: none"> All resource requests undergo prioritization as defined in new model | Annually in Spring |
| Assess and revise annual program review document for all instructional, student services, and administrative services programs | Program Review Committee | <ul style="list-style-type: none"> Feedback assessment conducted for instructional, student services and administrative services programs undergoing program review Improvements to document made and reported | Annually in Spring |
| Assess and revise annual program review process | IPCC | <ul style="list-style-type: none"> Evaluation documents, meeting minutes | Annually in Spring |
| Assess and revise integrated planning model | IPCC | <ul style="list-style-type: none"> Evaluation documents, meeting minutes | Annually in Spring |
| Assess and revise resource allocation process | Budget Committee | <ul style="list-style-type: none"> Evaluation documents, meeting minutes | Annually in Spring |
| Publish Planning annual report | IPCC | <ul style="list-style-type: none"> Publication of report | Annually in Spring |

| Date | Activity |
|---------------------|--|
| September - October | All programs begin program reviews, including resource requests (October in 2010, September in subsequent years) |
| September | Leaders in charge of individual plans begin plan review, including resource requests |
| October | Team B proposes Annual Goals to Team A |
| November | Team A recommends Annual Goals to Campus Executive Committee |
| November | All programs complete and submit program reviews, including resource requests |
| December | Plans submit plan review documents, including resource requests |
| February | Resource requests validated |
| February | Campus Executive Committee approves Annual Goals |
| March | Resource requests go to standing committees and hiring allocation committees |
| April | Standing committees and hiring allocation committees prioritize resource requests |
| April | Budget Reallocation Task Force identifies funds to reprioritize |
| May | Prioritized resource requests go to Budget Committee |
| June | Expanded Budget Committee establishes final prioritized list of resource requests |
| June | Tentative Budget is adopted |
| June | Program Review Committee develops Program Review Annual Report so program review results inform planning |
| July | IPCC develops Planning Annual Report |
| July | IPCC evaluates program review, planning, and resource allocation and recommends changes for following year |

5. Evaluation of Planning Activities

The college recognizes the importance of regularly evaluating its planning activities and processes. Accreditation standard I.B requires colleges to use “ongoing and systematic evaluation and planning to refine its key processes and improve student learning.”

The IPCC is responsible for evaluating the effectiveness of the model integrating planning, program review, and resource allocation. The IPCC evaluates how well resource allocation, planning, and program review are working. The IPCC uses specific measures of effectiveness (performance indicators) for resource allocation, planning, and program review. Evaluation is conducted every year.

Forms used for evaluation are included in this handbook as Appendix B, starting on page 32.

Evaluation of Program Review

The IPCC evaluates program review annually. Measures of program review’s effectiveness include:

- Percent of programs completing program reviews
- Percent of resource requests from program reviews that are validated and considered in resource allocation
- Percent of programs using student learning outcomes assessments for program improvement
- Percent of programs listing specific program improvements in their program review documents
- Program Review Committee assessment narrative and exit survey

Evaluation of Planning

The IPCC evaluates the Educational Master Planning process annually. Measures of the effectiveness of the EMP process include:

- Percent of EMP action items scheduled to be completed during year that were completed
- Percent of EMP action items with assigned timelines
- Percent of EMP action items with assigned outcome measures
- Percent of standing committee agendas referencing EMP action items
- Team B assessment narrative

Individual college plans are also evaluated. Each plan undergoes self-evaluation annually. The IPCC synthesizes institutional plan evaluations into a planning annual report, which also includes assessment of institutional SLOs.

Evaluation of Resource Allocation

The IPCC evaluates integrated planning and budgeting annually. Measures of the effectiveness of resource allocation include:

- Percent of requests successfully funded
- Comparison of funded requests and prioritized list
- Budget Committee assessment narrative

Evaluation of Institutional Effectiveness

In addition to evaluation of processes, the IPCC and the Research & Planning Office report annually on institutional effectiveness. Measures of institutional effectiveness include:

- College transfer rate
- Degrees and certificates awarded
- Collegewide course success rate
- Course success rate for CTE courses
- Course success rate for basic skills courses
- Collegewide student persistence rate
- Student Progress and Achievement rate
- Percent of credit students earning at least 30 units
- ESL improvement rate
- Basic skills improvement rate
- CDCP (Career Development and College Preparation) progress and achievement rate
- CTE technical skill attainment rate
- CTE completion rate
- CTE persistence rate
- CTE employment rate

The Institutional Effectiveness Report was first published in 2010-2011 and is now an annually published document.

6. Glossary

| | |
|---|--|
| Annual Goals | <p>Annual Goals are budget priorities for the upcoming fiscal year which are identified and prioritized by the Campus Executive Committee. Annual Goals guide budget decisions through the budgeting process.</p> <p>Annual goals, initially called “foci,” were first set in Fall 2006 for the 2007-2008 budget year. The foci were approved by the Superintendent/ President in January 2008. In Fall 2007, while setting priorities for the 2008-2009 budget year, foci were renamed Annual Goals.</p> |
| Accreditation | <p>Accreditation is “a voluntary system of self regulation developed to evaluate overall educational quality and institutional effectiveness,” according to the Accrediting Commission for Community and Junior Colleges, which accredits GCC. There are six regional accrediting bodies in the United States.</p> |
| Accrediting Commission for Community and Junior Colleges (ACCJC) | <p>The regional accrediting body that accredits Glendale Community College, ACCJC defines the accreditation standards that guide planning at GCC. It is one of the three commissions under the corporate entity of the Western Association of Schools and Colleges (WASC). Its web site is located at www.accjc.org.</p> |
| College Plans | <p>College plans are individual plans that generally focus on specific organizational areas within the college. Examples of college plans are the Technology Master Plan, the Credit Matriculation Plan, and the Human Resources Plan.</p> |
| Core Competencies | <p>Core competencies are GCC’s institutional student learning outcomes.</p> |
| Core 5 | <p>A committee responsible for integrating five college functions: strategic planning, program review, student learning outcomes, accreditation, and institutional research.</p> |
| Educational Master Plan (EMP) | <p>The Educational Master Plan is the primary planning document setting the college’s long-term goals. The current EMP was adopted by the Board of Trustees on June 28, 2010. It is available online at http://www.glendale.edu/masterplanning. (Before 2009, the Educational Master Plan referred to a compilation of instructional and student services program plans. The first EMP was begun in 2004 and completed in 2006.)</p> |
| Institutional Planning Coordination Committee (IPCC) | <p>The Institutional Planning Coordination Committee (IPCC) is a governance committee responsible for organizing the college planning process, assessing the effectiveness of the planning process, making recommendations for sustained continuous quality improvement, developing strategies to promote campus buy-in for an integrated planning process, and identifying trends and common needs in plans that reveal institutional needs. The IPCC web page is at http://www.glendale.edu/index.aspx?page=4487. The IPCC began in Fall 2009, an extension of the Institutional Planning Dialogue Committee which met between June 2007 and July 2009.</p> |
| Institutional Student Learning Outcomes | <p>GCC’s institutional student learning outcomes are referred to as core competencies.</p> |

| | |
|---|--|
| Linkage | The coordination and integration of planning, program review, student learning outcomes, and budgeting. The ACCJC accrediting standards require colleges to have an “ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation” (Standard I.B.3). |
| Mission Statement | A statement that guides collegewide planning and defines the college’s broad educational purpose, intended student population, and commitment to achieving student learning. Standard I.A of the ACCJC accreditation standards defines the components that must be included in the college’s mission statement. |
| Program Review | The process for evaluating the college’s instructional, student services, and administrative programs, the primary purpose of program review is the improvement of programs. This process is managed by the Program Review Committee and the faculty Program Review Coordinator. |
| Statement of Core Values | In addition to the college mission statement, the college adopted a statement of core values in 2007. |
| Strategic Master Plan (SMP) | Before 2009, the Strategic Master Plan (SMP) was a strategic plan created and revised by Team A and Team B. The SMP was the primary document guiding high-level collegewide planning. It has been superseded by the Educational Master Plan (EMP). |
| Student Learning Outcomes Assessment Cycle (SLOAC) | The cycle of defining and assessing the learning outcomes of students as well as using assessment results to plan future improvements. The SLOAC has been implemented at the course, program, and institutional level. GCC’s institutional student learning outcomes are called core competencies. The SLOAC website is at the following address: http://www.glendale.edu/program/SLO/ |
| Team A (Master Planning Committee) | Team A is a committee of college faculty, administrators, classified staff, and students that is responsible for revising the college mission statement, Strategic Master Plan (SMP), and Educational Master Plan (EMP). It is also responsible for identifying and prioritizing potential Annual Goals for the college budget process. Team A meets at least once in every Fall and Spring semester. |
| Team B (Planning Resource Committee) | Team B is a committee of faculty, administrators, and classified staff that is responsible for organizing the work of Team A. Team B meets monthly, or more frequently when required. |

Appendix A. Plan Review Form

Section 1. Progress Toward Goals

Instructions: List each plan goal, strategy, and/or action item and give an update on its progress.

| Goal | Action Items | Completed | In Progress | Not Completed | Needs Revision | Comments |
|------|--------------|-----------|-------------|---------------|----------------|----------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Section 2. Resource Requests

Complete a resource request form for each item or group of related items needed to meet the goals of the plan.

1. Plan Name:

2. Describe the resource request.

3. Identify the plan goal, strategy, or action item that this resource request addresses.

4. Identify any EMP goals, institutional core competencies, or student learning outcomes that this resource request addresses.

5. What measurable outcome will result from filling this resource request?

6. What resources are needed to fill this request?

| Type of Resource | Amount Requested | Description/ Details | Justification |
|------------------|------------------|----------------------|---------------|
| Personnel | | | |
| Facilities | | | |
| Equipment | | | |
| Supplies | | | |
| Software | | | |
| Training | | | |
| Other | | | |
| Total | | | |

Appendix B. Process Evaluation Forms



Annual Evaluation of Program Review 2010-2011

The program review process is evaluated annually as part of integrated planning. The results of this evaluation are used for process improvement. Section 1 (Measures of Effectiveness) come from the Program Review Committee. Section 2 (Program Review Committee Self-Evaluation) is written by the Program Review Committee. Section 3 (Evaluation) is completed by the Institutional Planning Coordination Committee (IPCC), based on the information presented in Sections 1 and 2.

1. Measures of Effectiveness

1.1. Percent of programs completing program reviews in 2010-2011:

| | Number of Programs | Number of Programs Completing Program Review | Percent of Programs Completing Program Review |
|----------------------------------|--------------------|--|---|
| Instructional Programs | | | |
| Student Services Programs | | | |
| Administrative Services Programs | | | |

1.2. Percent of programs using student learning outcomes for program improvement in 2010-2011:

| | Number of Programs | Number of Programs Documenting Use of SLOs for Program Improvement | Percent of Programs Documenting Use of SLOs for Program Improvement |
|----------------------------------|--------------------|--|---|
| Instructional Programs | | | |
| Student Services Programs | | | |
| Administrative Services Programs | | | |

1.3. Percent of resource requests from program review that were validated in 2010-2011 and continued in the resource allocation process:

| | Number of Requests | Number of Requests Validated | Percent of Requests Validated |
|----------------------------------|--------------------|------------------------------|-------------------------------|
| Instructional Programs | | | |
| Student Services Programs | | | |
| Administrative Services Programs | | | |

1.4. Percent of validated resource requests from program review that were funded:

| | Number of Validated Requests | Number of Validated Requests That Were Funded | Percent of Validated Requests That Were Funded |
|----------------------------------|------------------------------|---|--|
| Instructional Programs | | | |
| Student Services Programs | | | |
| Administrative Services Programs | | | |

2. Program Review Committee Self-Evaluation

The Program Review Committee evaluates the process in 2010-2011 by supplying the narrative below. The narrative should focus on the following components of the ACCJC rubric for evaluating program review:

- Are program review processes used to assess and improve student learning and achievement?
- Are the results of program review used to continually refine and improve program practices?
- Are the results of program review used to improve student achievement and learning?

3. Evaluation

3.1. Based on the information presented above, evaluate the extent to which the program review process meets the following criteria:

| | 0 (not at all) | 1 | 2 | 3 (very well) |
|--|----------------|---|---|---------------|
| Program review is implemented regularly | | | | |
| Results of program review are used in decision-making | | | | |
| Results of program review are linked to resource allocation | | | | |
| Results of program review are used to improve programs | | | | |
| Results of program review are used to improve student learning | | | | |

3.2. Based on this evaluation, make recommendations for improving the program review process.



Annual Evaluation of Resource Allocation 2010-2011

The resource allocation process is evaluated annually as part of integrated planning. The results of this evaluation are used for process improvement.

1. Measures of Effectiveness

1.1. Percent of all resource requests that were funded:

| | Number of Validated Requests | Number of Validated Requests That Were Funded | Percent of Validated Requests That Were Funded |
|----------------------------------|------------------------------|---|--|
| Instructional Programs | | | |
| Student Services Programs | | | |
| Administrative Services Programs | | | |

1.2. Comparison of funded requests and prioritized list from Budget Committee

2. Budget Committee Self-Evaluation

The Budget Committee evaluates the resource allocation process used in 2010-2011 for the 2011-2012 college budget.

3. Evaluation

3.1. Based on the information presented above, evaluate the extent to which the resource allocation process meets the following criteria:

| | 0 (not at all) | 1 | 2 | 3 (very well) |
|--|----------------|---|---|---------------|
| Funded resource requests are linked to the EMP | | | | |
| Funded resource requests are linked to other college plans | | | | |
| Funded resource requests are linked to program review | | | | |
| Funded resource requests are linked to student learning | | | | |

3.2. Based on this evaluation, make recommendations for improving the resource allocation process.



Annual Evaluation of Planning 2010-2011

The planning process is evaluated annually as part of integrated planning. The results of this evaluation are used for process improvement.

1. Measures of Effectiveness

1.1. Percent of plan action items completed:

| | Number of Action Items | Number of Action Items Completed by 2010-2011 | Percent of Action Items Completed by 2010-2011 |
|-------------------------|------------------------|---|--|
| Educational Master Plan | | | |
| Other College Plans | | | |

2. Team B Self-Evaluation of Master Planning Process

2.1. Team B evaluates the master planning process used in 2010-2011.

3. IPCC Evaluation of Plan Review Process

3.1. IPCC evaluates the plan review process used in 2010-2011.

4. Evaluation

4.1. Based on the information presented above, evaluate the extent to which the planning process meets the following criteria:

| | 0 (not at all) | 1 | 2 | 3 (very well) |
|---|----------------|---|---|---------------|
| Master planning sets institutional goals | | | | |
| Master planning tracks progress toward meeting goals | | | | |
| Master planning offers input from appropriate constituencies | | | | |
| Master planning leads to improvement of institutional effectiveness | | | | |
| Master planning is supported by data and research | | | | |
| College plans other than the EMP have clearly assigned administrators and governance committees | | | | |
| College plans other than the EMP are linked to college goals | | | | |

4.2. Based on this evaluation, make recommendations for improving the planning process.

Appendix C. Template for College Plans

Draft 3/29/2011

**Template for College Plans
Institutional Planning Coordination Committee**

The following template for college plans is provided by the Institutional Planning Coordination Committee as an example of components that should be included in each college plan.

General Information

Plan Title: _____
 Plan Author or Committee: _____
 Period Covered by Plan (e.g., 2011-2016): _____

Goals and Action Items

Each plan should include goals and action items organized under each goal. The action items should be linked to the plan goal and also to the college's Educational Master Plan (EMP) and, where appropriate, to GCC's core competencies (institutional student learning outcomes).

| Goal | Action Items | Action Item Links to EMP Goal (list goals) | Action Item Links to GCC Core Competency (list core competencies) | Measurable Outcomes | Responsible Person/Committee | Completion Deadline |
|------|--------------|--|---|---------------------|------------------------------|---------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

College Plan Approval Record

In order to be considered official, each college plan must be approved by the Campus Executive Committee. College plans should also be approved by the appropriate governance committees. Use the table below to record the approval history of the plan.

| Committee | Approval Date |
|-----------|---------------|
| | |
| | |
| | |
| | |

Note: Campus Executive must approve each plan.

Index

- Academic Affairs, 8, 21
- accreditation, 5, 7, 12, 14, 25, 27, 28
- Administrative Affairs, 8, 21
- Annual Goals, 3, 20, 27, 28

- Board of Trustees, 8, 9, 10, 11, 14, 27
- budgeting, 25, 27

- Campuswide Computer Coordinating Committee, 8, 21
- College goals, 9
- college plans, 5, 9, 15, 17, 25
- Core 5, 27
- core competencies, 19, 28
- core values, 7, 8, 28

- Educational Master Plan, 3, 5, 9, 10, 12, 20, 27, 28
- EMP, 9, 14, 19, 20, 25, 27, 28
- evaluation, 5, 15, 17, 19, 21, 25, 26, 27
- Executive Committee, 8, 12, 20, 21

- Facilities Maintenance Plan, 9

- Human Resources Plan, 9

- institutional effectiveness, 26
- Institutional Planning Coordination Committee, 15, 19, 27
- IPCC, 15, 19, 25, 26, 27

- mission, 5, 7, 8, 14, 28
- mission statement, 7, 8

- Plan Review, 3, 15
- program review, 5, 17, 19, 20, 21, 25, 27, 28
- Program Review Committee, 19, 20, 25, 28

- resource allocation, 5, 17, 19, 20, 21, 25, 27

- Senate, 12, 20
- standing committees, 8, 21
- Strategic Master Plan, 8, 12, 14, 28
- Student Affairs, 8, 21
- student learning outcomes, 19, 25, 27, 28
- SWOT, 14

- Team A, 7, 8, 12, 27, 28
- Team B, 8, 12, 25, 28
- Technology Master Plan, 9