Topic	Goal	Objectives	Actions		
Instructional Services	Develop Instructional Plan that reflects the major goals of the Educational Master Plan.		complete the Educational Master Plan (Instructional Plan) which will address student needs (62-64-68-75-79-91)	done	
		Incorporate the four goals of the EMP and the appropriate goals of the 2010 Accreditation Self-Report into an Instructional plan that reflects actions, programs and direction for instructional Programs	Identify the EMP goals--student success, instructional services, CTE and Fiscal Responsibility	M. Mirch	Jul-12
			Delineate strategies from EMP that are pertain to an instructional Plan	M. Mirch	Jul-12
			Identify plans from the 284 plans in the Accreditation Self-Study that pertain to instructional issues.	M. Mirch	Jul-12
			Identify strategies listed in EMP and Self-study that are no longer relevant	Instructional deans, managers and division chairs	
			Identify strategie not listed in the EMP or accreditation self-study plans	Instructional deans, managers and division chairs	Aug-12
			Provide copy of draft plan to the Academic Senate	M. Mirch	Sep-12
			Revised plan to Academic Affairs	M. Mirch	Nov-12
			Revised plan to IPCC	M. Mirch	Jan-13
			Revised plan approved by Campus Exec	M. Mirch	Feb-13
	Ensure that institutional policies and procedures reflect current state guielines and regulations	College will continue to review and update Board Policies including those related to academic integrity, academic honest and the teaching learning process (57-58-59)	Identify board policies and administrative regulations that have been approved by Campus Executive	H. Sarkissian	Sep-12
			Identify board policies and administrative regulations that need to be approved by Academic Affairs.	H. Sarkissian	
			Assign board policies and administrative regulations to be completed to administrative personnel.	K. Bakhit and M. Ritterbrown	Oct-12
			Take board policies and administrative regulations to Academic Affairs for approval	K. Bakhit and M. Ritterbrown	Spring 2013
			Take board policies and administrative regulations toCampus Exec for approval	M. Mirch	Spring 2013
	Ensure that processes by which courses and programs are approved by the campus reflect the highest standards.	Reorganize the Curriculum and Instruction Committee (C & I)	Work with the Academic Senate to convert the Curriculum and Instruction committee from a governance committee to a Academic Senate committee	done	Fall 2011
			Coordinate the approval process for C & I between Academic Senate and Academic Affairs	done	Fall 2011
			C & I co-chair 50% Faculty and 50% Administration	done	Jan-12
			Revise membership of C & I to reflect one member from each division	S. McLemore, K. Bakhit, Division Chairs	Jan-12
		Revise the processes for course and program approvals	C & I identify policies and procedures that must be changed to ensure the highest standards	S. McLemore, K. Bakhit, C & I Committee	Spring 2012
			* prerequesite procedure	S. McLemore, K. Bakhit, C & I Committee	Fall 2012
			*repeatability (emp 95)	S. McLemore, K. Bakhit, C & I Committee	Fall 2012

Topic	Goal	Objectives	Actions		
			*Changes to the curricululum (creation of families) for repeatability in VPA and Health/PE will be completed during the 2012-13 academic year for implementation in Fall 2013	S. McLemore, K. Bakhit, C & I Committee	Fall 2012
			*development of "families" associated with skills building programs	S. McLemore, K. Bakhit, C & I Committee	Fall 2012
			*align course and or program development with outcome measures	S. McLemore, K. Bakhit, C & I Committee	Fall 2012
			* monitor and assessarticulation processes (52)	R. Cortez	Spring 2013
			*Evaluate prerequisites (emp-43)	S. McLemore, K. Bakhit, C & I Committee	Spring 2013
			*The Academic Senate will make recommendations based on the findings of the Graduation Task Force (43-41)	M. Scott	Spring 2013
			*utilize learning outcomes to assess and modifiy courses, programs and requirements for student success	S. McLemore, K. Bakhit, C & I Committee	Spring 2013
			The Academic Senate will make recommendation on the awarding of unit credits for advance placement exam scores based on the findings of the discussion (53)	done	
			Determine if certificates can be consolidated (emp186)	S. McLemore, K. Bakhit, C & I Committee	Spring 2014
			Assess units for certificates (emp184)	S. McLemore, K. Bakhit, C & I Committee	Spring 2014
			Assess number of graduation requirements (emp173)	Academic Senate	Spring 2014
			Incorporate budget/resource needs into (emp-131) program development	K. Bakhit	Fall 2012
			ensure that there are clear Pathways for Transfer and CTE certificate attainment (emp-42)	S. McLemore, K. Bakhit, C & I Committee	Spring 2014
			Assess for duplication in courses between credit and noncredit (emp191)	S. McLemore, K. Bakhit, C & I Committee	Spring 2014
	Ensure that students at Garfield Campus receive services and programs appropriate for Glendale College students Continuing quality programs at Garfield (122)	The college will expand services and continue programing at the Garfield campus (112)	Determine services available to credit students and noncredit students to expand services (emp- 65)	A. Rameriz	Fall 2012
			Schedule regular meetings between credit and noncredit faculty to assist with transition (emp191)	A. Rameriz	Fall 2012
			Schedule meeting with the assessment staff and Garfield staff to conduct credit placement exams at the Garfield campus	A. Rameriz	Fall 2012
			Increase the number and variety of assessment tests provided on Garfield campus (emp-83)	D. Kinley	Spring 2013
			Incorporate into upper level noncredit classes information on the assessment tesing and credit programs.	J. Young, A. Mecom	Spring 2014
			Investigate providing noncredit classes designed to assist students prepare for assessment testing.	J. Young, A. Mecom	Spring 2014

Topic	Goal	Objectives	Actions		
			Increase use of SEPS for noncredit to assist with transition to credit (emp154-192)	Do we do SEPs for noncredit? Is this realistic	Spring 2014
			Assess for duplication in courses between credit and noncredit (emp191)	C & I	Spring 2014
			Design technical support for literacy, ESL and noncredit to facilitate application and registration (emp-62)	done	
			Increase full time faculty in noncredit regardless of FON (emp-123)	M. Mirch	Spring 2013
Workforce development	Develop an integrated workforce development program incorporating the Professional Development Center, Noncredit and Credit programs	Restructure the functional units associated with workforce development, incorporating the Professional Development Center, Noncredit and Credit	schedule monthly meeting with representatives of PDC, noncredit and credit to discuss CTE goals and activities	M. Mirch	Fall 2012
			discuss transition plans associated with workforce development	M. Mirch	Fall 2012
			Corrdinate the activities of the units of workforce development	M. Mirch	Fall 2012
			*PDC works with companies to provide short term training to employees and potential employees	K. Holland	Spring 2013
			*Noncredit provides selected training programs lasting no more than a semster to individuals looking to expand skills	A. Ramirez	Spring 2013
			*Credit programs provide career path/ladder programs to individuals looking for work or who are currently employed. Programs developed to move from certificate to degree	J. Swinton	Spring 2013
		Work with the Verdugo Workforce Investment Board to ensure that programs meet the employment needs of the community (Areas of job growth projected for the near future in the local area include: manufacturing, health care, entertainment jobs and retail.) …ensuring that instructional programs build around strengths and growing economy (emp-128)	Evaluate market relevance every 3-6 years (emp185)	CTE Dean	ongoing
			Increase contract education with local business (emp-130)	Deans, Instructional Services	ongoing
			Identify the major business for job growth in the area	done	
			Review and implement the articulation policy with high schools (emp2010-40)	J. Swinton	
			Maintain a board member on the Verdugo Workforce Investment Board	M. Mirch	Spring 2012
			Identify the best training/education opportunities for new resources	M. Mirch	
		Define the Professional Development Center's new role in employment trainings	ETP monies have decreased, seek out other opportunities for funding	K. Holland	ongoing
			Work with the Glendale Chamber of Commerace to develop training opportunities	K. Holland	ongoing
			meet regularly with employee groups to define new training opportunities	K. Holland	ongoing
		Define the role of noncredit in workforce development			

Topic	Goal	Objectives	Actions		
		Re-evaluate the functioning of the Career and Technical Education credit divisions			
Student Success	Ensure continuous cycle of improvement related to curriculum that supports student success and institutional outcomes (43-46).	Ensure that outcome measures are used to evaluate student success	Continue to monitor and communicate AARC data, demographics and outcomes. Report at regularly scheduled meetings	E. Karpp	Annual
			The college will conduct a research study to identify factors that influence students "time to completion" (32)	E. Karpp	Spring 2013
			Assess high attrition rate for first year students (emp-103)	E. Karpp	Spring 2013
			Assess students' ability to access information needed for academic progress (138).	?	
			Students will use MYGCC portal to access Peoplesoft and academic records and status.	?	
			provide students with assignments that foster the use of MyGCC	Division Chairs	Spring 2013
			monitor quality indicators (ARCC, SPAR, CCCCO Core Indicators) as they apply to all programs provided by the college (19)		
		Ensure proficiency of SLOACs at the course, program and institutional levels by Fall 2012 (6-7-18-22-26-29-31-37-39-40-42-49-83)	Communicate assessment data and timelines with all constituencies (12).	Y. Ybarra	ongoing
			Include student learning outcomes assessment data in planning and resources allocation via Program Review (12).	Y. Ybarra, j. Lewis	ongoing
			*Instructional Hiring Allocation Committee uses SLO data in ranking	Y. Ybarra, j. Lewis	ongoing
			*Program Review uses SLO data for resources allocation	J.. Lewis	ongoing
			Collaborate with Guild and Senate to incorporate student assessment data into faculty evaluation/feedback (106)	M. Mirch	
			develop a SLOAC data base to improve data collection and make it more consistent for all learning support labs and services (100)	D. Yamamoto	Fall 2012
			utilize assessed data of learning outcomes to make improvements to courses and programs. Discuss and act on the assessment of student learning outcomes within divisions and across divisions (emp230)	Division Chairs	ongoing
			utilize learning outcomes to assess and modifiy courses, programs and requirements for student success	C & I	
			validate common exams to ensure effectiveness in measuring student learning and minimize test biases (39)	done	
			Develop goals for persistence (emp-97)	E. Karpp	Spring 2013
			develop an assessment cycles for institutional outcomes in relation to graduation requirement (27)	Y. Ybarra	Fall 2012
			The college will ensure that faculty are trained to use SLOAC database (21-25)	D. Yamamoto	Fall 2012

Topic	Goal	Objectives	Actions		
	…increasing and improving the quantity, quality and variety of learning opportunities that promote student success (45- 48- ... ensuring that institutional outcomes are assessed and program improvements made (76-89) to ensure student success	Explore creative and innovative teaching strategies that result in desired student outcomes (emp235)	Submitt Federal Title V--Institutional development grant for Hispanic Serving Institutions, awarded for the purpose of increasing the number of high-risk students who earn degrees in Science, Technology, Engineering and Math (STEM).	done	Spring 2011
			All title V proposals will have outcome measures designed to measure student success	C. Durham, M. Ritterbrown, T. Voden	
		Design and implement a basic skills programs that is fiscally sustainable and incorporated as foundation skills supportive of curriculum (emp-60)	Information regarding innovations and strategies funded by Title V will be communicated to the campus community via standard meetings, staff development and other presentations	C. Durham, M. Ritterbrown, T. Voden	
			Michael what about strategies for Gateway?	C. Durham, M. Ritterbrown, P. Hironymous	
		Create an interdisciplinary and experiential learning environment in STEM fields to attract more students to STEM majors and careers, support students' success in STEM courses, and collaborate with partner universities to facilitate STEM transfer and degree completion	Develop cross disciplinary hands on curriculum designed to improve success in STEM Tom???	C. Durham, T. Voden	
	Faculty will continue to explore, evaluate and implement delivery modes and methods of instruction that meet the objectives of the curriculum and student needs (23).(emp-48) ...evaluating and revisising methodologies and instructional delivery methods to ensure student success (34-121)	The Academic Senate and Academic Affairs will review recommendations from the Quality in Distance Education Final report for implementation (28-35-102-149).	Implement the Committee on Distance Education as per the Academic Senate Quality in Distance Education report	done	Spring 2012
		Integrate other programs delivery methods and plans (emp238)--needs clarification	The CoDE will establish standards and procedures for the implementation of quality distance education and the use of instructional technology including but not limited to:	CODE	Spring 2013
			Developing and implementing instructional evaluation for online and distance learning program (emp 243)	CODE	Spring 2013
			Defining training criteria for faculty using technology in the classroom and providing distance eductions	CODE	Spring 2013
			defining standards to ensure distance classes are not correspondents classes.	CODE	Spring 2013
			Develop standards for what is expected of an online or hybrid instructor (emp234)	CODE	Spring 2013
			develop assessments to ensure high quality instruction that may be provided via computer assisted learning for distance, hybrid or in-class instruction at the course, program and degree level (emp234)	CODE	Spring 2013
			Revisit line of site issue for supervision of labs and learning support activities (emp242)	CODE	Spring 2013
			Apply technology to verify the enrolled student is actually the individual taking the class (emp240)	CODE	Spring 2013
			Provide workshops for faculty interested in teaching effectively online (emp243)	CODE	Spring 2013

Topic	Goal	Objectives	Actions		
			develop a comprehensive training program for instructors intending to teach online or hybrid courses (102-119)	CODE	Spring 2013
		Implement Moodle as CLM system	conduct an evaluation of Blackboard and Moodle	TMI	done
			TMI to vote on the continuation of Blackboard vs Moodle	TMI	done
			Elicit student input regarding the move to Moodle	M.Mirch	done
			Provide transition from Blackboard to Moodle	M. Dulay, C. Lantz, S. Mirzaian, B. Miketta, R. Schlueter,	done
			Provide trainig for facutly and staff in the use of Moodle	M. Dulay, C. Lantz, S. Mirzaian, B. Miketta, R. Schlueter, F. Torres	done
			Establish a help desk for students and faculty for Moodle	M. Dulay, S. Courtey, C. Lantz	done
			Purchase site license for Lynda.com	C. Durham	done
			Evaluate the effectiveness of Moodle, training and transition	E. Karpp, CODE	Spring 2013
	...Scheduling to meet student needs (emp176)	Provide schedule that reflects student and prospective student needs (emp-93)	Develp an enrollment management tool that meets the needs of the students	M. Mirch	Spring 2013
			Use degree audit/SEP to forecast future schedules (emp-92-133)	M. Mirch	Spring 2013
			Determine data necessary for creating a formula designed to schedule the appropriate number of transfer, CTE and bacis skills classes	M. Mirch	Spring 2013
			Incorporate IGETC and breadth requirements into the formula for enrollment management	E. Karpp	Spring 2013
			Incorporate certificate completion data into the enrollment management formula	E. Karpp	Spring 2013
			ensure all division chairs have a good understanding of the FTES generated by the programs within their division	M. Mirch	Spring 2013
			Assist division chairs use transfer, completion and success data, in addition to FTES to schedule classes using guidelines provided by enrollment management	M. Mirch	Spring 2013
			Assess potential impact on programs before offerings are reduced in size or scope (emp-135)	M. Mirch	Spring 2013
			Increase availability of basic skills courses (emp-58)	M. Mirch	Spring 2013
			Utilize student success data in the scheduling of basic skills classes	M. Mirch	Spring 2013
			Implement systems to facilitate easier transition into credit from noncredit (emp-86)	M. Mirch	Spring 2013
			Students who define SEPs as transfer or CTE will have clearly defined tracks to success	M. Mirch	Spring 2013
	...developing and implementing courses and programs are relevant to and reflect student needs (emp-169)	The Academic Senate will review the Enhancement/Sunset policy to ensure that enrolled students may complete their education in a timely manner (54)	Work with the Academic Senate to revise the Enhancement/Sunset Polict to reflect	M. Mirch, M. Scott	Spring 2013
			*lack of relevance	M. Mirch, M. Scott	Spring 2013

Topic	Goal	Objectives	Actions		
			*changes in legal mandates or statewide standards	M. Mirch, M. Scott	Spring 2013
			*lack of job market	M. Mirch, M. Scott	Spring 2013
			*expense of program vs the value of the program to the comminity	M. Mirch, M. Scott	Spring 2013
			*lack of enrollment	M. Mirch, M. Scott	Spring 2013
			*lack of full time faculty	M. Mirch, M. Scott	Spring 2013
			*student need	M. Mirch, M. Scott	Spring 2013
			*effeciency and quality as factors in program growth or decline.	M. Mirch, M. Scott	Spring 2013
			*Number of offerings (emp172)	M. Mirch, M. Scott	Spring 2013
			*Diversity of offerings (emp175)	M. Mirch, M. Scott	Spring 2013
			Incorporate budget into sunset/enhancement policy (emp-131) and program development	M. Mirch, M. Scott	Spring 2013
Resource Allocation					
	The college will supporting teaching learning and student needs (emp228)	Develop and sustain teaching learning center and staff development (emp 228-239)	Establish a college technology center where faculty and staff have access to up-to-date hardware/software and digital multimedia equipment for hands on teaching (33-148) (emp-138-139)	done	
			Communicate the existance of the Teaching Learning Center to all Faculty and Staff		
			Ensure that resources are available in the center for faculty need.		
			Ensure the security of the equipment and resources in the center for faculty need.		
			provide training and evaluation faculty in order to support student success (77)		
	The college will continue to support a professional, outstanding faculty	Ensure faculty have appropriate resources, qualifications and training to maintain professional goals.	Address faculty time obligation and what that means for hours, wages, working conditions, training (emp241)	M. Mirch	ongoing
			Certify that all faculty meet minimum qualification as defined in the GCC Minimum Qualification Handbook (30)	M. Mirch	ongoing
			Assess the possibility of faculty teaching credit and noncredit interchangeably (emp195)	A. Ramirez, M. Ritterbrown	Spring 2013
			Offer orientation programs for new hires (emp2010-36)	M. Ritterbrown	Fall 2012
			Train faculty and staff to improve understanding of basic skills (emp-57)	M. Ritterbrown	Fall 2012
			provide resources for paperless approach to assignments and grading (emp 233)		
			Assess the number of Smart classrooms (emp212) available		
			Assess the use of Virtual desktop (emp214)--needs verb		
			conduct a survey of faculty offices	M. Ritterbrown	Fall 2012
			develop a data base of faculty offices to use for future assignment	M. Ritterbrown	Fall 2012
		The college will develop a marketing plan for its Baja Field Station (130)			